

# *The* CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

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Vol. 32

SEPTEMBER 1957

No. 1

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*In this issue:*

## Vertical Educational Planning

*by* WILLIAM PLUTTE

## Why Teachers Fear Merit Rating

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## Stock Talk for Teachers

*by* HOWARD E. CAPELING

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*by* PAULINE WELCH GIVENS

Community Responsibility for Teacher Recruitment . . . Special Classes for the Gifted? . . . Maugham in the Classroom . . . How Is Your Smile? . . . Edgar Beaver Looks at Sunday School . . . Is Homework Valuable?

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# The Clearing House

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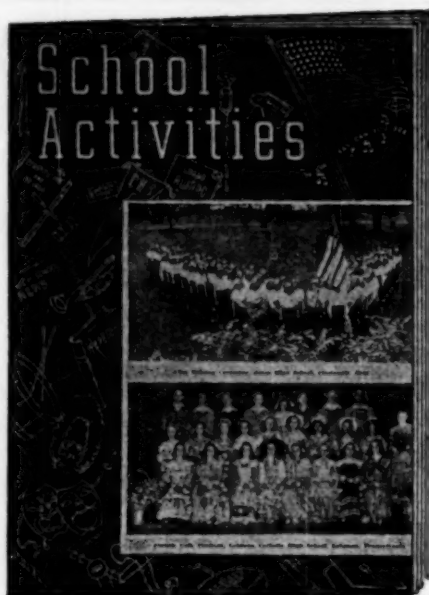
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### Just Between You and I

By JACOB C. SOLOVAY

Brooklyn, New York

The pronoun is a word that I  
Could freely render limb from limb,  
Particularly when they cry  
*It's him!*

A noun is beautiful and clear—  
A fact I very much prefer;  
But how I shudder when I hear  
*It's her!*

Have you, dear reader, ever stood  
Before their shining faces, thus,  
And heard the pronouns knock on wood:  
*It's us?*

This well of English, most defiled,  
Produces waves of agony,  
Abated by the somewhat mild  
*It's me.*

In time, perhaps, I may grow kind  
To glass in grammar's diadem;  
But now I do not think refined  
*It's them.*

*It's him, it's her, it's us, they tell;*  
*It's me and them and many more.*  
Pronominally life is—well,  
A chore.

I strain each mental bone and sinew,  
And ache from anguished overreaching.  
There's only one way out: continue  
Teaching.

# Vertical Educational Planning

By WILLIAM PLUTTE

NEWS ITEM: "The cost for thirty acres of land for a new high school site in the Blanck high school district is expected to exceed the cost of the entire building program. In addition, sixteen one-year-old homes will have to be moved."

How can we, in education, justify such waste when there is an alternative so readily available?

We can agree, through custom, tradition, and usage, that rambling acres of space, plus appropriately placed cubicles, indicate that our present method of school site planning is adequate when land is relatively inexpensive. However, we are rapidly reaching the millennium when acreage will be priced beyond even our present inflationary economic status.

How about progress in educational planning? Actually there has been no progress, for we are right back to the point in the cycle passed by the ancient Greeks, who felt that the school should be open to the outdoors so the learner could commune with nature and learn through seeing. They felt that simplicity in construction would create the proper learning atmosphere; we believe that exposed steel beams, slab floors, and unfinished ceilings become "functional" when a wall of glass is placed on one side. That the open wall may open onto a row of back

yards is of little importance; the theory still exists to bring the outdoors into the classroom!

Without being facetious, one might say that our educational planning started with an a priori concept and has been architecturally compounded into a modern catastrophe. Today we have a set of circumstances that should well behoove us to think of a new concept in building programs and get off the merry-go-round to nowhere. Let us examine an alternative to our present building philosophy, a new concept that is so simple as to be beyond the mental grasp of our empirical reasoning beliefs relative to educational planning.

Visualize driving up to what was apparently a five- to ten-acre park and playground. In a corner play area, mothers were enjoying relaxation with their tots. Several tabled nooks for barbecue picnics were filled with youngsters apparently eating their lunches. On two turfed playfields boys and girls in gym clothes were performing calisthenics and shortly moved into game activities. Suddenly you realized they were part of a school physical education program, but you saw no school.

As you slowed down, you noticed a large ramp leading from the street underneath the park. A small sign over the entrance stated, "Untergarten High School," and you drove in, automatically bracing your eyes for gloom. But there was no shade; a soft sunlight filtered from the ceiling and there was no feeling of being indoors.

A young man, wearing an athletic award sweater with an old-English U over the left pocket, stepped up to your car and pointed out an area marked "Visitors' Parking." After you parked and walked back to the lad, you noticed that the majority of the parked cars were of the typical high-school-owned variety.

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## EDITOR'S NOTE

*This is about school buildings and costly sites. It may not make sense to you, but we dare you to read it. The fact that pupils cannot gaze out of the window while the lesson goes on is something that intrigues us. Why can't they look out of the windows? Well, must a school have windows? You see what we mean by daring you. The author is principal of the De Anza High School, Richmond, California.*

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The youngsters directed you to an escalator marked "Down," and you were soon on a lower level facing a sign that read, "Administration, Library, Student Union, Cafeteria." Following the "Administration" arrows brought you to a circular desk manned by half a dozen students. Several adults were talking to some of the youngsters and you stepped up to a boy. He smiled and invited you to sit in a chair, and he did likewise. Apparently this was a customary procedure.

In a few moments you realized this staff of students was a part of a large group that had been trained to discuss their new school with inquisitive folks such as yourself. You were handed a brochure that outlined the whole school and your "instructor" elaborated on the statements for an interesting forty minutes.

This is what you learned:

The school district purchased eight acres of land to develop a high school for 1,500 students. This was only the first abnormal part of the program. Educational specifications had been resolved over a period of years, and armed with these the district superintendent and his planning and research committee called a meeting not of contractors but of top research engineers in various industries. The philosophy was not, "adjust existing building methods to our needs," but "develop new techniques to best promulgate our requirements."

The problem was simple: The district could not afford to build horizontally; it did not feel air-vertical building would create an aesthetic feature; how best to construct vertically, underground.

Machinery engineers developed new equipment to excavate cheaply and fast. They also devised a method of pumping earth through flexible overhead tubes to areas that required fill. Elevator men devised escalators that doubled as ramps and could carry the weight of heavy trucks. Material chemists developed a mixture that could be poured in colors behind lightweight, port-

able frames and would resist any type of corrosion known to man.

A metallurgist compounded an alloy that would easily support the five levels and the park on top of the school. Ventilating and heating engineers "invented" a system which, in the event of power failure, would operate readily on a series of batteries, occupying only twenty cubic feet. Lighting experts developed the "light ceiling." The whole ceiling was made up of two layers of plastic, one inch apart, which actually was a tremendous light globe that used the power of two 500-watt bulbs. A gasoline generator was on stand-by, ready for instant operation in the event of power failure. And numerous other experts in industry had been called upon to develop new ideas, materials, and equipment.

The result was a completed high school that required no outside maintenance, that presented a colorful, practical interior, that added educational and recreational opportunities to the community without subtracting valuable home or building sites.

The cost? Because the planning committee had gone directly to industry and requested grass roots thinking, the final cost was less than if the school had been built aboveground on huge acreage under conventional building methods.

Through detailed planning by all industries concerned, including such minor points as fireproofed paper napkins and plastic pencils, there were no inflammable items in the school other than what was brought in by students. A furniture manufacturer took all used paper and cardboard and, after special treatment, converted the material into finished school furniture that was sold back to the district at a low cost.

These details, and many more, were facts that you learned in your brief visit. Your question of safety in event of earthquake or bombing was answered by the diagram illustrating that the school was actually free floating in an air pocket and would stand the stress of temblors of strength be-

yond any experienced to date. The question of bombing depended on what was developed in the future. The school would be safer than any building aboveground.

What was the prime opposition? "Schools should be aboveground," was the criticism of a vociferous group.

The visit over, you quite naturally pondered on how this type of school building would spread elsewhere.

You weren't sure you were in agreement with this concept, for you had never thought in such terms.

No, you weren't sure.



## A Letter to My Pupils

Charlotte High School  
Rochester, New York  
September, 1957

### DEAR PUPIL:

At this beginning of a school year, it is entirely natural for us to be curious about each other; you and I both want this to be a pleasant and successful year together.

It may surprise you to know that I can teach you nothing. I can, however, help you in your efforts to learn. It's this way: If I were to "teach" a stone wall for twenty years, it still would know nothing because it puts forth no *effort to learn*. If learning is to take place, then you, the pupil, must *try* to learn, and I, the teacher, must *help* you in your efforts.

*You may expect these things from me as a teacher:*

1. Worth-while assignments.
2. Good lesson planning so that something meaningful is accomplished each day and so that there will be adequate time for review of the year's work next June.
3. Willingness to consider your suggestions as to how I can better help you to learn.
4. Willingness to answer your intelligent questions about the work.
5. The marking and returning of all papers which I consider important enough to have you write.
6. Impartiality on controversial issues; willingness to allow equal presentation of all points of view.
7. Use of a marking system that: (a) treats all students alike; shows no favoritism; (b) lets you know where you stand on each assignment, test, etc.; (c) encourages you to compete not only against others but also against yourself; rewards you for improvement; (d) gives you a chance to earn "bonus" credit for extra effort; (e) shows you clearly how report-card marks are determined.
8. Friendliness and a personal interest in you; helpfulness if you have problems of any kind and ask for help or advice in connection with them.

*I expect these things from you as a pupil:*

1. Your very best effort; work turned in on time and well done.
2. Good citizenship as shown by your actions: friendly co-operation; self-control, lack of disturbance, courtesy to all; complete honesty in doing assignments, writing tests, etc.; dependability, reliability.
3. Good grooming: cleanliness, neatness, appropriate clothing.
4. The making up of work you have missed.
5. The keeping of a neat, well-organized, complete, loose-leaf notebook as a summary of the year's work.
6. The writing of all papers neatly, clearly, and in dark ink. (Please do not use ball points; they are difficult to read.)
7. Intelligent participation in class discussion.
8. The asking of questions about work you do not understand.

If you and I live up to the above points, we should have a *fine year together*, because we both really want the same thing: your development into a successful citizen and a person of whom everyone can be proud.

Sincerely yours,  
CARLOS DE ZAFRA, JR.  
Your Teacher

# *Is There a Conflict Between Discipline and Democracy?*

By

RICHARD H. CLARK

EDUCATORS, SOCIAL WORKERS, law enforcement officers, and interested parents are gravely concerned over a growing disrespect for authority among some of our people—some young, some not so young. These authorities feel there has been a relaxation in discipline someplace along the line, and the first places to receive their condemnation are the home and the school. Discussion groups on this vital subject are questioning whether we as a nation are becoming soft in our methods of administering discipline. Not more than a generation or so ago, we lived by the axiom of "Spare the rod and spoil the child." They ask what has caused this resentment for authority, what the underlying factors are, what effect this attitude will have on the future, and what can be done about the whole thing.

Obedience to authority is compulsory in our complex way of living. Every time a driver stops his car before a red light, he obeys authority; every time he drives on the right side of the street, he obeys authority. Recognizing the fact that authority is a

guide instead of a demand for obedience much as a dictator might use, that authority is unrelenting but kind, that true authority frees instead of binds and makes for happiness and better living, is essential to good citizenship. Obedience is one of the oldest virtues of the human race. Methods of teaching obedience have differed from generation to generation, just as manners of living and social customs have changed, but whatever the generation, whatever the mode of living, the underlying principles of obedience are confined within the one word discipline.

Discipline concerns itself with three things: education, training, and control. The word discipline, according to the dictionary, refers to a system of rewards and punishments by which one person is compelled or influenced to obey another. Obedience to authority is set up through fear, desire for reward, or habit. This may be considered obedience in its narrow sense. In a larger sense, discipline refers to self-control and command of oneself. This is a direct result of previous training or direction coming from without. Discipline guides us in making choices, and all of life is concerned with making choices. The person to whom life means the most is the one sufficiently disciplined to make right choices and selections that will make a better life for himself and those about him.

Like the wise physician who looks for symptoms and causes of a certain disease, so investigators seek to find the underlying causes of resentment to authority and to ascertain just why reactionaries behave as they do. Of one thing they are sure: someplace along the line there has been misap-

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## EDITOR'S NOTE

*There is a lot of talk about discipline these days. But we are doubtful that the word discipline means the same thing to all people. For example, is discipline an entity in itself or is it a result of purposive activity or is it a synonym for control? In discussing discipline, we must consider what we mean by it. The author, who is a teacher at the Frances Willard School, School #80, in Indianapolis, claims that firmness plus love gives balance to growing children.*

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plied authority, either from misunderstanding or from some other cause. Studies of adult criminals and of juvenile delinquents reveal one factor which stands out in the vast majority of cases—an unhappy childhood. Criminals and delinquents typically come from homes which are made uncomfortable by constant quarreling, where the discipline is harsh and unsympathetic. Some have been the subject of foolish indulgence. Often the home was broken by divorce. Of scoldings, threats, and punishment they have probably had more than their share, but have been denied the opportunity for wholesome recreation and constructive activity. Unwise indulgence, bribery, coaxing, and shielding from punishment are methods employed by weak parents, more to avoid unpleasantness for themselves than to secure happiness for their child and with no thought of the ultimate effect on the character of the person involved.

We are often shocked to learn that a son or daughter from a highly respectable family has defied authority and brought sorrow and disgrace to his family and himself. This is hard to understand until circumstances reveal that the parents have been either too indulgent or too busy with their own affairs to know how their children spend their leisure time. Each has suffered: the parents have failed to understand the child's needs and the children have lost the stabilizing influence the parent should have given. Neither parent nor child feels the need for the other.

Many young folks seem to think that the ultimate goal in life is happiness—spelled with a capital *H*. They are being aided and abetted by their parents to reach this goal. Many parents are reluctantly allowing their youngsters to follow courses of conduct which they, the parents, actually feel to be wrong. Often both parents are gainfully employed for the sole purpose of giving luxuries to their children which they'd be better without. The children are not learning these certainties of life: that they can't be happy always, that life is made up of fears, anx-

eties, and disappointments. If children are shielded from these facts, a very valuable, vital attribute may be damaged—that is, the capacity to adjust to new situations. A certain amount of tension is an unavoidable part of living. There are principles which help to mold character and cannot be ignored without evil effects on the ones who ignore them. When happiness is viewed from the standpoint of end results, parents will surely agree that it is not always a necessity. Even God does not always give a yes answer to our prayers. He frequently says *no*.

Habits, attitudes, and emotional reaction have their beginnings in the home and are influenced by the lives of the parents. It is the duty of the parents to set a good example and regulate their lives so that their children will feel secure in the affection and guidance of the parents.

The old type of discipline, the hairbrush or the woodshed variety so popular a few short years ago, may be useful when all other methods fail. Firmness plus love gives much more balance to a growing child than permission to do as he pleases. A little poem, author unknown, entitled "Then and Now" illustrates the foregoing statement and also introduces some of the words which have been added to our vocabulary through the mental health program.

#### Then and Now

If Junior seems a little dumb  
Though he is only two,  
Enroll him in a nursery school,  
They'll find out his IQ.

He no doubt has a complex when  
In rage he kicks the cat;  
It's only a frustrated child  
Who does a thing like that.

If he should sock his little pal  
He must not be chastised;  
Just rush him to a specialist  
To be psychoanalyzed.



When Junior's father was a boy  
They had a different way;  
Such things as inhibitions  
Were unknown in Grandma's day.

When her child had a tantrum spell  
Or played a naughty prank,  
Grandma, with no psychology  
Knew when and where to spank.

School discipline has long been a subject of discussion. Corporal punishment, once considered the only way to insure discipline, has been frowned upon by many and has disappeared from most schools. In contrast to this negative method, schools all over the country are seeking positive forms of discipline. Mental health programs have encouraged parents and teachers to seek the motive back of a child's behavior and try to effect a remedy by enlisting his interests and attention in some favorable line of endeavor. Positive discipline is necessary for good education. A child needs some freedom under guidance to further his interests and expand his talents. Naturally a good guidance program is essential in this type of education, else the pupil will work on only those things which he especially likes, to the neglect of others on the list.

Many schools overcome discipline problems by enlisting student help wherever possible. In one of our large high schools last year, 200 students contributed 20,000 hours of skilled help to the school as typists, secretaries, laboratory assistants, librarians, telephone operators, file clerks, motion picture projectionists, and assistants in other fields. Such a program cannot help but teach good citizenship in a practical way. Service extends beyond the school in opportunities to the students. Various projects in the community call for their talents. It is not easy to measure the full contribution this spirit of

service has made to good citizenship, but it is giving an opportunity to each student to grow up to the best that is in him and exemplifies the motto of his particular school, "Achieve the honorable."

Schools today are child centered, not teacher centered as were the schools of the past. Modern educators believe that the ability to govern oneself grows only through the practice of self-government. They believe that boys and girls should share in their own government and should share in the administration of the activities of the school.

The words of one of our American Presidents gives a summation to this subject in these very telling words: "To assure each citizen his inalienable right to life, liberty and the pursuit of happiness was the 'why' behind the establishment of this Republic and is today the 'why' for its continued existence. What that means to you personally, what you must do toward its fulfillment, cannot be answered in a letter. But . . . the answer can be found in your school, if you seek it deliberately and conscientiously. You need neither genius nor vast learning for its comprehension.

"To be a good American is the most important job that will ever confront you. But essentially it is nothing more than being a good member of your community, helping those who need you, striving for a sympathetic understanding of those who oppose you, doing each new day's job a little better than the previous day's, placing the common good before personal profit. The American Republic was born to assure you the dignity and rights of a human individual. If the dignity and rights of your fellow men guide your daily conduct of life, you will be a good American."\*

\* Dwight D. Eisenhower, "An Open Letter to American Students," *Reader's Digest*, October, 1948.

# Edgar Beaver Looks at Sunday School

By J. R. SHANNON

WHEN PRINCIPAL EDGAR BEAVER of Watertown High School was young and full of enthusiasm—fuller with enthusiasm than with ripeness or wisdom—he beheld the laxity of the Sunday school in his chosen place of worship. He was particularly distressed by the church school's practice of grouping pupils on the basis of social age rather than on the basis of what they had learned about the Bible.

"You ought to come over to my high school and see how we do things. We don't let a kid move on with his class until he can pass the examinations and show us that he knows his stuff." This despite the fact that if he himself had been promoted in Sunday school on the basis of what he knew, he would still be back in the beginners' department, sitting on a little red chair singing, "Sunshine, sunshine in my heart today."

In his zest for efficiency and pride in his position, eager Edgar had overlooked the basic difference between the public high school, where attendance by the majority of pupils is compulsory, and the private church school, where there is no legal compulsion. The Sunday school must sell itself by its own merit, or die. The only motivation its votaries have is the joy of attending and the hope of good being done

thereby. (Would it not be wonderful if pupils in public high schools had these same attitudes towards attending?)

Edgar's criticism of the Sunday school did not grow to be an obsession with him. He simply voiced his objection once during the first year of his principalship, and thereafter busied himself with the routine duties of high-school administration, giving no more attention to religious education than is normal for a schoolman. He maybe gave even less thought to it than the average teacher, because he was inordinately busy with the machinery of public secondary education, keeping it well oiled and its gears duly co-ordinated. In this preoccupied state, he was as quiet as a full moon on religious topics and all other topics not directly related to his responsibilities at the high school.

Mr. Beaver really had an excellent idea in his work at Watertown, if it had been properly applied. Each year he and his staff worked hard on a new project as the core of his supervisory activity. Teachers' meetings, committee conferences, directed professional readings, administrative bulletins, and group and individual research were focused on the subject of the year. Then, when that year's project was completed and all the teachers were fully indoctrinated with its intricacies, the topic was left to its ordinary chance as it became a part of the professional background of the members of the staff.

During Edgar's first year as principal at Watertown, back before the first World War, the topic for study was teachers' marks and marking systems. Edgar and his teachers began by tabulating the marks in their own school for the past five years and "viewing with alarm" the bimodal distribution. They then proceeded through the

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## EDITOR'S NOTE

*It may be oversimplification but we like the lines from the article that read, "There are, after all, just three groups of problems in all education. They are: what to teach, how to teach, and administration; and the least of these is administration." Reads well, doesn't it? And it is basic. The writer, a frequent contributor to The Clearing House, lives in Del Mar, California.*

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mathematics of probability, and concluded the project with a resolution to revise their marking system.

The next year the topic was standardized tests. Mr. Beaver opened the project by asking all his teachers to mark a mimeographed copy of an examination in arithmetic, and found that the teachers' scores on the paper ranged from 38 to 90. That project concluded with an overwhelming vote by the members of the staff to supplement teacher-made tests thereafter with store-bought tests.

Following the two years' study of marks and testing, a year was given to school records and reports. That was followed by a year on report cards. Later school terms found the W.H.S. staff bearing down a year at a time on pupil truancy, cribbing, entrance requirements, school finance, public relations, transportation and bus schedules, the cafeteria, school district reorganization, Carnegie units v. other measures of pupil achievement, class schedules, pupil drop-outs, age-grade distributions, why pupils fail, problems of indigence, graduation policies and practices, and postschool placement and follow-up.

That rounded out twenty years of Mr. Beaver's principalship at Watertown, and it was enough for him. He had given the best years of his life to the mechanical minutiae of public secondary education, and he had grown tired of it. It all came to make him feel like a squirrel in a treadmill. The harder he ran, the faster the wheels turned around, but he always felt as if he were still at the bottom of his cage. Perhaps a part of the reason why he remained quiet about the Sunday school after his first explosion on the subject was that he sensed the futility of what he was doing in his public high school.

Mr. Beaver had sinned deeply—and he seemed to realize it after twenty years—by giving no attention to pupil growth and development, none to individual differences among pupils, none to the adolescent na-

ture of pupils, none to motivation, none to how to study, none to teaching procedures, none to curriculum revision, none to school activities, none to home-room operation, and none to guidance. He had given attention mostly to the machinery of education and little to education itself. And he had directed the efforts of his faculty along the same sidetrack. He made the common error among principals of getting so involved in administrative functions that he forgot what schools were really for.

The modern movement for the scientific study of education got its greatest impetus at about the same time that Edgar Beaver became a principal. That impetus centered in the area of teachers' marks and standardized testing. Mr. Beaver was up to date in the topics he chose for faculty study at the outset of his career in high-school administration. It was his misfortune and that of his school that the modern scientific movement in education got started in an area somewhat remote from the core on interest, and that Mr. Beaver never found his way back to the heart of his calling. The aspects of education which are most important are least amenable to objective measurement and scientific treatment, and those which are least important are most amenable. This led Mr. Beaver to focus attention on the periphery of education instead of the heart of it.

A belated realization of the proper relationship between the center of interest in education and the peripheral concomitants of the same, prompted Mr. Beaver to leave the field of public secondary education altogether, rather than remain in it and turn over a new leaf. Therefore, although at an age when he should have been maximally serviceable in high-school administration, he shifted to another field where he thought that his newly conceived philosophy might fit more appropriately.

"I am retiring young," said Mr. Beaver, in addressing the board of trustees of his church. "I am only fifty, and there is still a

lot of service left in me. But I have had enough of dealing with the periphery of education; I want to get down to the heart of the matter. That is why I am seeking the position of director of religious education in our church. In this position I could really go to town with education itself. No more prerequisites, no more Carnegie units, no more entrance requirements, no more transcripts, no more report cards, no more age-grade tables, no more examinations, no more apple polishing, no more cribbing, no more attention to norms, no more knuckling to A.D.A. coercion, no more attendance officers. O boy, it sounds thrilling!

"When I sounded off on Sunday schools twenty years ago, I failed to see that there are many features in the typical church school which public schools could well emulate. It is true that the difference between the two types of educational institutions makes greater emphasis on some administrative aspects more essential in the public schools. On the other hand, the ability of Sunday schools to place first things first, with less emphasis on mechanics of operation, constitutes a challenge to public schools. Public schools must focus attention primarily on children and their welfare, and only secondarily on machinery. School principals are too prone to regard their jobs as more important than those of their teachers.

"There are, after all, just three groups of problems in all education. They are: what to teach, how to teach, and administration; and the least of these is administration. School administration has no excuse for existence except that of facilitating teaching and learning. It is in Sunday schools, more than in public schools, that adminis-

tration occupies the minor position which it should.

"Both private church schools and public schools are desirable. I would not change the relationship between them if I could. But it is a fact that Sunday schools, more than public schools, habitually put first things first."

Edgar got the job of director of religious education in his church, and he held it for twenty years—the same length of time he had been principal of Watertown High School. He didn't make as much money, but he was happier. He felt satisfaction in knowing that he was on the right track at last.

On two occasions in his later years, Mr. Beaver got an assignment on the program of the State High School Principals Association, and he pointed out each time the respects in which public high schools should emulate the philosophy and practices of Sunday schools. One year he even got the association to appoint a committee—with himself as chairman—to survey the problem and bring in a report the following year. But it did no good; the association tabled the committee report, arguing that high-school principals ought to have no truck with such lackadaisical institutions as Sunday schools.

To be sure, it was not necessary for Mr. Beaver to leave the field of public education in order to start practicing his new theories. But the opposition and indifference encountered in his State High School Principals Association did not cause him to rue his remarks to his church board. Can principals be practicing philosophers of education and not merely adjusters of academic apparatus and appurtenances?

# Community Responsibility for Teacher Recruitment

By  
NICHOLAS ECONOPOULY

THE GROWING TEACHER SHORTAGE, threatening to become still more acute should a vastly increased proportion of young people fail to enter the profession, will in the final analysis be solved not in Washington or Albany but in the schools and classrooms themselves. This simple yet basic idea, once it is adopted on something more than a verbal level, may yet get us out of our present predicament and headed in a somewhat more promising direction. Community-centered teacher-recruitment programs, however, continue to be the exception, not the rule. The ground is therefore largely uncharted, and there is much room for analysis and creative planning. It is a task which demands the best resources not only of teachers and administrators but of students, parents, and all community-minded individuals.

It would seem that the beginning of such a program would have to be based on a certain amount of introspection, for student

and community needs and potentials differ. There are a number of vital questions, therefore, which would have to be posed and answered before a carefully tailored local teacher-recruitment program could be developed. These could well include such questions as: How adequately is our school carrying out the job of guiding capable and qualified young people into teaching? Are teachers and administrators playing a positive role? What sort of an effect are teacher salary drives—urgent and justified though they might be—having on teacher recruitment? How well, in the view of high-school students, their parents, and their teachers, does teaching “stack up” with other occupations? Is the image an accurate one? Is teaching attracting a respectable proportion of the more capable boys and girls? What are those characteristics of the teaching profession which most appeal to high-school students in this community? What aspects are least attractive? And—again—how accurate are the images?

To a considerable degree the success of any long-range teacher-recruitment program would be dependent on actions taken on the basis of insight into the foregoing questions. One Long Island secondary school, Levittown Memorial High School, last year conducted a survey to gather just such information, concentrating specifically on the views of members of two student groups, the local chapters of the National Honor Society and the Future Teachers of America. In some aspects the student attitudes reported are both startling and disturbing to those concerned about the future of teaching.

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## EDITOR'S NOTE

*Evidence shows that there is a shortage of teachers. In many sections of the nation it is a severe shortage. Nothing can be done in the next few months to solve the critical problem. Only carefully considered long-range plans will help. The author describes what a Long Island community is doing about recruiting teachers. He was a teacher in the Levittown, New York, public schools at the time he prepared this article, and he is presently a member of the faculty of Half Hollow Hills Junior-Senior High School in Suffolk County, Long Island.*

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### *Results of One Study*

To begin, there are several striking results in the list of future careers selected by the members of the Levittown National Honor Society chapter. For one, engineering, science research, medicine, and law fall far behind teaching as career choices among these students. On second glance, however, it is apparent that this result is more applicable to the girls than to the boys—only one boy selected teaching, while eight have entered the medicine-science-engineering fields. That this takes on the proportions of a serious problem is substantiated by the membership of the Future Teachers of America chapter: 42 girls, 0 boys.

Some explanation for these results appears in other areas of the questionnaire. Members of the N.H.S. *not* planning to enter teaching expressed unanimous satisfaction with salaries in fields they had chosen; this, however, was not their response in rating teacher salaries: two rated them "high," eight "average," and ten "low." Most other job characteristics of teaching compared favorably with the occupations actually selected. It is also interesting that eighteen of the students planning to enter teaching considered salaries adequate. When asked to compare salaries paid in teaching with salaries paid in other careers which they may have considered before deciding on teaching, their responses were: teaching salaries higher, 0; other career higher, 11; the same, 4. It must be concluded, then, that although all—or almost all—of the students felt that salaries paid teachers were lower than those paid to other college-trained people, this was not an important consideration for many of them. It was, however, an important consideration for the boys, for of the ten boys commenting on why they had not entered teaching, eight listed inadequate salary—and this in a general, non-directed question.

Income, however, is not the only factor. Repeatedly "lack of opportunity for advancement" was given as an important

reason for not entering teaching. In addition, students pointed out that such considerations as job security, working conditions, opportunity for public service, and esteem of the community may be satisfied just as effectively by employment in private industry.

Several of the girls, commenting on the salary question, stated that this was not an important concern since the money would be used to supplement the husband's salary—the availability of work was a far more important consideration. This viewpoint, if widespread, carries some serious implications not only for the future of the salary issue but perhaps, even more so, for the type of individual the schools will attract. The boy who commented, "I feel a teacher is looking for security and nothing more," though exaggerating what may be a minor symptom, may have put his finger on a serious question: whether teaching will attract individuals seeking adventure, or individuals looking merely for security. The boy's attitude—if enough high-school students feel the same way—is the most ominous thing here. The implications are serious enough to make this a central concern of any teacher-recruitment program.

The foregoing rather dismal view of teaching is only part of the picture—just one of two tightly compartmentalized views—for the teacher's "opportunity for creative achievement" was rated "high" by thirty-eight students, "average" by four, and "low" by only two. Overwhelmingly students likewise felt that teachers had the respect of the public: thirty-four listed this as "high" and only eight had reservations. The pattern is even more overwhelming under "opportunity for public service": a unanimous forty-three for "high."

It appears, therefore, that students may be reacting to two images: the underpaid, security-seeking, and uninspired pedagogue, and the creative, public-service-minded, highly respected mold of young minds—the negative aspects accentuated by the



television, book, and radio conceptions of the teacher. Since employment in private industry is not usually publicized in such dual images, but rather in more favorable colorations, the choice for most high-school students is an easy one. The task of a teacher-recruitment program in this instance would seem to be one of tearing down and rebuilding images—and doing this by presenting a balanced and accurate view of opportunities in the teaching profession.

Once completed, the survey would serve as a basis for developing the local teacher-recruitment program. The following are some of the proposals growing out of the Levittown study, many of which are perhaps applicable to other areas.

#### *Proposals*

(1) *The parents' role.* Parents, according to students in the Levittown study, had the greatest influence in helping them select careers; parents, it was therefore decided, should play an active role in any teacher-recruitment program. It would be helpful to work with a group of representative parents, either through the P.T.A. or as a subcommittee of the F.T.A., to bring information about teaching into the home. Parents, for example, should be acquainted with such things as: (a) opportunities for obtaining teacher training locally as well as in a wider area; (b) scholarship opportunities available to outstanding students; (c) opportunities available to teachers for travel: teacher exchange programs, overseas teaching posts with the armed forces and private industry; (d) opportunities available in teaching for using a variety of skills: creative teaching in the classroom, the challenge in curriculum, guidance, administration, special services; (e) the future of teaching: the improving salary picture, state and national teacher salary goals, retirement and pension plans, the need for good teachers.

(2) *The community.* Local newspapers should be supplied with information help-

ful to teacher recruitment. Every opportunity should be utilized—through civic and other organizations as well as the press—to develop the positive image of teaching. Radio and television stations should be encouraged to present programs depicting teachers in more favorable roles than has usually been the case in the past.

(3) *Within the school.* Active F.T.A. programs can do much to encourage students to consider teaching as a career. Public address announcements concerning teaching scholarships, bulletin board displays illustrating opportunities in teaching, panel discussions, speakers, a column in the school paper titled "Those Interesting Moments in Teaching," teacher travel notes, and assembly programs are all helpful.

(4) *The teachers' role.* Teachers must be aware that personal attitudes expressed in the classroom are often the basis of student decisions concerning careers. Competent teachers indicating interest in their work and confidence in the future of teaching as a career will inspire students in similar directions. It is important to point out, however, that the teachers' role is not simply one of "selling" teaching as a career, but rather of helping those students with potential in teaching to look at such a career objectively and with clear insight into both its assets and liabilities. Only this—and not unrestricted gloom, or disinterest, or artificial joy—can be helpful and effective. And it goes without saying that good teaching will in the final analysis be the profession's best salesman.

Since many students make decisions about careers as early as the middle grades of elementary school, it is important that teachers throughout the system be alert to their responsibilities in this respect.

#### *Specific Problems*

(1) *Salary drives.* Care should be taken to indicate to students the long-range implications of such drives. It should be pointed out that teacher salaries are generally "low"

in relation to other professional salaries but that they are not starvation salaries. Current salary drives, it should be emphasized, aim toward economic equality with other professions, and progress is being made toward this goal.

Thus it would seem more appropriate, relative to the implications of salary drives on teacher recruitment, that publicity for salary increases place less emphasis on dire need and more on professional economic equality and improved standards. It would seem apparent that the application of a variety of organized pressures would have fewer negative long-range results than emphasis on severe economic hardship.

(2) *Boy-girl ratios.* A lively campaign directed specifically at boys is needed. Much of the reluctance on the part of boys to enter teaching is based on the salary and "lack of opportunity for advancement" problems, both of which are often severely exaggerated. The most effective technique, at least in the beginning stages, might be through personal contact—particularly with a few boys who have privately expressed serious interest in teaching but who have not taken a position publicly. Once a nucleus of boys has openly decided to prepare for a career in teaching, then their interest and enthusiasm may help in persuading others to take a long hard look.



## The Administrator's Responsibility to the Teacher

First of all, a teacher wants to be understood. As far back as his interview for the teaching position when the administrators were attempting tactfully to draw from him enough information to judge the advisability of risking a recommendation to the school board, he was concerned as to what type of men were the superintendent and the principal.

Would they take into consideration the limitations of their own system's teaching facilities and economic ability when they judged his efforts and results? Were they the type of administrators who would weigh his ability to guide and teach without looking first into their own administrative framework to evaluate the possibilities of success?

No less important than understanding is loyalty. If a teacher is to give his best to a school system, then certainly he can expect loyalty from his administration. On the ladder of authority he is the bottom rung with the school board at the top and the administrators in between. No matter how hard . . . the teacher may labor there is little likelihood of the school board weighing his merits for a raise in salary unless an administrator suggests it.

The risk a teacher takes for a raise in salary may increase if the school's economies will not

permit a flat increase to all faculty members. Then the \$64,000 question is whether the man or men between the top and bottom rungs of the ladder of authority will take their proffered salary increase and say nothing, forgetting all but themselves? Sometimes it takes a lot of faith to be a teacher who practices loyalty to an administration where little of the same is returned.

No teacher stands a ghost of a chance of being employed unless he can cooperate with the school and the administration. No administrator would want an uncooperative teacher on his staff and rightly so. Then is not a teacher justified in expecting the same consideration from his superiors? Doesn't the teacher have just as much at stake in round numerals of success as the administrator?

Discipline is always near to the nerve center of a teacher since the problem of discipline, like the poor in the Bible, is always with us. In my experience, however, I have found that the statement that teachers like handed down orders is no more true than the one that teachers like to be left alone in the function of their duties in the teaching profession. The teacher has a place in it, and the administrator has his place, too.—EMMETT E. DUFF in *School and Community*.

# Why Teachers Fear Merit Rating

By JAY BELMOCK

THE EDUCATIONAL HOT POTATO currently causing the verbal gymnastics of educators, school boards, P.T.A.'s, and freewheeling pressure groups is the proposal being considered in many communities to place teachers on a merit pay plan. Thus far we have heard from almost every group that can claim even the remotest connection with the educational process about the advantages of a merit pay plan—everyone, that is, except the teachers, who have been strangely silent.

Why haven't these dedicated people voiced their opinions freely on a subject which obviously will touch them deeply? Quite simply, they're frightened. Too frightened to take a vigorous stand on an issue which may well cause the teaching profession to lose many of the gains it has so laboriously hammered out during the prosperous postwar years. Teachers have been backed into a corner. From every side come pressures applied to local school administrators to abandon or alter a single salary schedule to permit the payment of

teachers according to how much they contribute to the educational growth of their students. Each teacher's salary will be based on his or her own merits and the bill collector take the hindmost.

Why? Why these insistent demands for a merit pay plan in the educational scene? Let's examine the arguments of perhaps the most vocal group supporting the adoption of such a scheme—the conservative industrialist and businessman. Businessmen claim that teachers have become bogged down in the stalemate of security. Pointing to their own success in paying salaried personnel on the basis of what they feel each contributes to the smooth functioning of the total organization, they claim that fresh, dynamic ideas are the product of a merit pay plan. Competition is once again the magic ingredient that will cure all ills.

This is hogwash. While it may result in higher sales or new timesaving techniques to decrease production costs, it might well destroy our educational structure by replacing the cement of patience, understanding, and quiet competent skill with the dog-eat-dog mixture of competitive striving to gain a few more dollars than your colleagues are receiving.

Is this the attitude we want to foster among the members of the teaching profession? As they enter the classroom, should we have each teacher ask himself, "What can I do today that will be showy enough to attract the attention of my merit examiner?" Rather, I say, let's continue to allow our teachers the freedom from daily economic competition so they will continue to ask, "What can I do today that will contribute most to the realization on the part of my students of their unique capabilities as men and women?"

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## EDITOR'S NOTE

*When teachers' salaries are uniformly high within a school system, there is less likelihood of suspicion regarding merit rating. But when merit-rating schemes are foisted upon teachers whose salary schedules are merely average, there is not only suspicion but fear. The author, who feels it would be best for him to use an assumed name, has touched upon a controversial matter. Those who wish to pursue the issue more deeply may find "The Case for and against Merit Rating" good reading. It is available from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D.C.*

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Industry, which is pointed to as an example where a merit pay plan yields big dividends in a more effective use of personnel and which is often represented on the school boards of our large urban areas, has provided us with some interesting factors to be considered if a merit pay plan is to be adapted to the educational environment. Surveys have shown that if an effective rating of subordinates is to be accomplished by any administrator, he should not exercise that responsibility for more than seven co-workers. Any evaluation of the effectiveness of a larger group tends to become haphazard and general, rather than objective. A major question arises when we contemplate applying the merit pay plan to a large school system, such as we find in our urban centers, where it is not uncommon to find large buildings with faculties ranging in size from fifty to one hundred professional staff members. How can a principal or his assistant jam into a schedule already overloaded with public relations work, committee meetings, and administrative responsibilities the additional task of the close observation of the classroom activities of his teaching staff?

A solution suggested in many communities is to employ supervisory personnel, at considerable additional expense, to observe and supervise teachers in various subject matter fields or departments. This would cause an increase in the total staff at a time when the shortage of qualified teachers is most acute.

Teachers recognize that one of the primary factors which has resulted in an increase in their salaries is the unity they have increasingly displayed through their professional organizations. An effective way of ending this progress would be to destroy this unity and place the profession on a competitive salary basis once again.

Let's not overlook the fact that the merit pay plan is designed for large urban communities, where teachers' salaries are highest. Rural school districts already are enjoying its consequences. Unorganized, acting as individuals, the rural teachers each year are informed what their salaries will be for the coming year. The merit of each teacher is judged by the local board and it usually results in the rehiring of Aunt Jane—who is poorly prepared professionally but has held the job for thirty years—at a substandard salary. What are the merits of a plan that has been operating for such a long period of time and which has resulted in the lowest educational standards in the country?

Our real concern today in our crisis-torn educational effort should be a renewed attempt to see that certification requirements are strengthened in each state to the point where we can feel confident that only professionally qualified teachers enter the classrooms of our schools. Teachers' organizations have been pleading for years for public support of legislation which would effectively curb the practice of granting special certificates to unqualified personnel because of an emergency situation. Remember, the merit pay plan which would select a few outstanding individuals to reward will have little effect as to who will be teaching our children a decade from now, whereas the standards we maintain for those we allow to enter the profession will have continuing repercussions.

Yes, teachers fear the present wave of enthusiasm for a merit salary scale which is sweeping many of our cities. They have reason to do so. Once again, it would appear, the interests of our students and profession are to be sacrificed to a change labeled progress which is in reality retrogression.



*How one large school has resolved the problem of*

## Scheduling Films and Projectors

By OLE OINES

BECAUSE OF THE INCREASING POPULARITY of the educational motion picture in our school, it became necessary to devise a plan of scheduling films and projectors that would be simple, flexible, and less time consuming than the method of compiling a monthly calendar from the increasing variety of confirmation systems used by film distributors.

Most of the teachers on our staff order their films for the following term in the spring of the year. Consequently, at the opening of school in the fall I am presented with a stack of sundry confirmation forms presenting a formidable problem when a member of the staff inquires whether a projector is available for a certain date, say a month hence.

We started a filing system. For each film a card was made containing the following information: title of the film, catalogue

number, distributor, cost, running time, date desired, date available, teacher, course, room, and so on. At the bottom of this 5 × 8 card a convenient reorder form was placed, which is completed by most of the teachers immediately after using the film.

This file of cards is placed in the office, where it is always available to the staff. It would be relatively simple to duplicate and distribute a monthly film schedule from this file, but a still more flexible plan is to mount the cards for each week on a tack-board, assigning projectors at the same time. The cards removed from the tack board every week are then distributed to the teachers who used the films, for re-ordering purposes.

These cards are returned to me promptly whether the teacher decides to reorder the film or not. If he should decide to order another film, cards and catalogues are available for that purpose. However, if he decides to use the same film again next year I make out a new card, which is given to the principal, who can requisition the films at his convenience. When confirmations are received, the chronological file for the following year is started. By checking these files, a teacher can see at a glance whether equipment will be available for any particular date over a two-year period.

The used cards become a part of my permanent record and can be used for checking the bills from the film distributors and for various reports that might be desired.

Another set of forms was prepared and distributed with the intention of better utilization of the motion pictures in the classroom. I don't know how effective these have been, but they can be a convenient re-

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### EDITOR'S NOTE

*At the end of a three-month tour of American high schools last fall, Tarik Asal, the director-general of secondary and normal schools of the Turkish Ministry of Education in Ankara, said that he was amazed at the amount and quality of visual aids in the high schools of our country. Furthermore, he was impressed by the way the schools organized to purchase, store, distribute, show, and evaluate visual aids. Mr. Asal did not visit La Crosse (Wisconsin) Central High School, but if he had, he would have seen in operation an excellent illustration of his remarks. The author of this article is in charge of audio-visual aids and equipment at that high school.*

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minder of the film's content and suggested supplementary materials that are used with films by good teachers. To those teachers who use the same films year after year, these forms are especially valuable as a substitute for the preview. It was hoped that these film-utilization forms would discourage the practice by many of our teachers of ordering several films to be shown during the same class period with discussion and evaluation (if any) postponed to the next day. Perhaps this was too subtle a procedure for realizing this goal—many of the teachers still reason that it is more efficient to show films during most of the hour after having set up the equipment.

At the beginning of the school year a packet is given to each member of the staff containing an explanation of the film scheduling and ordering procedures, a calendar for the next school year, and suggestions for effective film utilization. This last item is perhaps the most important part of the packet, and I use the following excerpt from DeVry School Service Bulletin No. 4 (published by the DeVry Corporation, 1111 Armitage Avenue, Chicago 14, Illinois): "Suggestions for Effective Techniques of Utilizing Motion Pictures in the Classroom" by C. R. Crakes.\*

... There is certainly no mystery connected with good classroom usage of films. In fact, the teacher should use them in the same manner that other supplementary materials are used. The teacher is not substituting a film for herself and what she can contribute to the learning situation. She definitely recognizes the motion picture as a supplementary teaching aid that is never used in isolation but always in correlation with other medias in an integrated learning experience for her pupils. The teaching film should not be used as "busy work" nor as entertainment for the class.

The teacher first decides on her objectives—why does she plan to use a film—what will it contribute to the learning situation that she cannot provide in any other way—what simulated experiences will be provided for her pupils—what factual information will it contribute—and what degree of interest will

it arouse in the pupils, for the topic to be studied. With these aims clearly in mind the teacher is ready to select a film which correlates with the topic being studied and then proceeds to use it in her classroom. . . .

**1. Teacher Preparation**—The first step is to preview the film and to read through any lesson plans or other materials which generally accompany the teaching film. Out of this preview the teacher may well list words unfamiliar to her pupils and thus be prepared to help them increase and improve their vocabulary. She may briefly outline the contents of the film and make certain there is definite correlation between the majority of the scenes and the topics under discussion. Other teaching materials may be made available such as maps, globes, charts, models, exhibits, flat pictures, and reference books. However, do not include too many visual aids in one learning situation. She may plan to direct the attention of pupils to other materials either within or outside the school building. The teacher may also prepare a brief list of questions which may later be used in evaluating the film in terms of pupil understanding, changed attitudes, acquisition of new knowledge and interest aroused in the topic. At this point the teacher also "sets the stage" for a vitalizing learning situation for her pupils. She will find that one film is sufficient for one period and that the class should remain under her direct supervision. . . . All equipment [should be] in readiness as the class assembles.

**2. Pre-Showing Discussion Period**—Here the teacher provides for vitalizing group discussion activities. Although there is no fixed rule for developing pupil readiness, nevertheless, there are several basic techniques a skillful teacher may use:

a. She will want to explain the reasons why this particular topic is being studied, and what types of materials are to be used.

b. She must frankly explain to the class that the motion picture is being used because it will provide them with simulated experiences which she cannot provide in any other way.

c. Discuss the new words and new terms used by the commentator and possibly list them on the black board or have the class secretary make a list of them. The aim is to provide for vocabulary enrichment exercises.

d. Pupils should be encouraged to raise questions on the topic which they hope will be answered by the film. The writer has observed that many teachers enter these questions on the board or have the class secretary record them.

e. Pupils should be encouraged to look for significant points in the film.

f. Pupils may be asked to look for various facts in terms of their abilities and interests.

\* As this bulletin is out of print, the excerpt is included in this article.



g. Other supplementary materials may be used during this discussion period.—For example: The writer observed a learning situation where a film on beavers was being used. The teacher provided several good flat pictures, two well-known encyclopaedias with the pages open to the topic of beavers, a conservation map of the state was set up, a piece of a tree trunk which had been cut by beavers, a small pile of chips, and a branch of an aspen tree were all used during this pre-showing period.

h. The teacher thus guides her pupils into a mood where they anticipate learning something new and interesting about the topic. In other words she has simply been a good teacher and aided in supplying the "drive" to LEARN AND TO THINK which must be present in any effective learning situation.

**3. Showing the Film—**... The screen should be so placed that the pupils need not be closer to it than a distance approximately twice the width of the screen (for example, where the picture is four feet in width, the nearest pupil should be seated at least eight feet from the screen). Room should be ventilated and pupils seated so that all may see the picture. Whether or not the loud speaker is located at the front of the room or remains near the projector is of no material consequence in the average classroom. Do not interfere with the continuity of the action of a sound motion picture by stopping the film or reversing it to emphasize a specific scene. Film strips and slides will better serve the need for still pictures.

**4. Post-Showing Discussion Period—**The teacher now encourages class discussion which will quickly and effectively clear up any misconceptions which may be in the minds of pupils in connection with any scenes in the film. Next, the increased interest aroused in the topic through the use of the film should be guided in the direction of **gaining additional information** through the use of other learning medias available to pupils. Various types of activities may grow out of this discussion. For example:

- a. Committees may be formed, each responsible for oral or written reports on sub-topics.
- b. Field trips may be planned.
- c. Blackboard projects may be developed.
- d. Bulletin board materials gathered and discussed.
- e. Various creative arts projects may be developed.
- f. The questions raised during the pre-showing period may now be discussed and pupils may volunteer to find answers to those not covered by the film.
- g. It may also be desirable to use film strips or slides to more fully explain complicated scenes.

Many producers of teaching films now provide such materials for use with each film.

h. At this point it may be desirable to have a second showing of the film. The writer has observed that many teachers prefer to turn off the sound for this second showing and make their own comments on the topic in an attempt to further increase the knowledge of the pupils.

i. Always allow these discussion activities to be teacher directed but not teacher dominated. Also, avoid aimless activities.

**5. Evaluation and Testing—**Due to the fact that our youth is generally conditioned to the motion picture as an entertainment media, it is desirable to encourage pupils to look upon teaching films as a vital source of information on the topic being studied.

The teacher may find it desirable to provide for testing and evaluating the films used. This may be accomplished during the discussion period or she may later use simple objective tests. Whatever devices she may use, the important objective is to encourage pupils to understand that they are expected to gain some basic knowledge from the motion picture used. Such a procedure helps to develop a new appreciation of the Audio-Visual Materials and very directly encourages pupils to look for functional knowledge wherever it may be found. Heretofore we have too often created the impression that the only source of knowledge was the printed page.

These suggestions do not constitute all of the activities which may be brought into the teaching situation nor do they even constitute the best techniques which a good teacher may use. They are simply offered as a basis on which teachers, inexperienced in the use of motion pictures, may start to develop a systematic method of improving the learning situation in their classroom. Through the proper use of films a teacher provides her pupils with simulated experiences out of which they will develop improved abilities to reason, think, form opinions, and draw conclusions.

These factors constitute the major goals of all classroom instruction. A motion picture is simply a powerful, supplementary teaching device which brings to both pupils and teachers information which is vitalizing, lifelike, and concrete, and which cannot be provided through any other means except life experiences. The teacher must train her pupils to look at a motion picture—how to gain knowledge from it, and what is more important—how to correlate this information with that gained from other teaching materials and life experiences. These suggestions simply reiterate good teaching techniques used by teachers throughout the world. Through the addition of the teaching films, we make learning richer and more meaningful.

# Special Classes for the Gifted?

By VERA FLORY

HOMOGENEOUS V. HETEROGENEOUS GROUPING has for many years plagued most curriculum-planning committees on the elementary and secondary levels. The debate usually ends in victory for those who favor the latter. The consensus seems to be that democracy demands it. However, very recently the rigidity of thinking on this subject has relaxed somewhat in connection with the training of children of very limited intellectual endowment. It is gradually being recognized that they may fare better in a program which does not assume a competence which they do not possess. In other words, the cliché in vogue for many years, "What is good for the best is better for the worst," is coming to be regarded as academic jargon as far as the backward group is concerned.

But the same consideration has not yet been accorded the head of this paper dragon. Wherever the problem of the gifted is discussed, it seems to be taken for granted that the needs of such students must be met without separating them from those not similarly constituted. Acceleration, special attention in the heterogeneous group by the regular teacher or by a special com-

mittee, supplementary programs of simple enrichment or social stimulation, are methods of encouraging and challenging these students. There are notable exceptions, of course, in areas where the groups are large enough and financial resources strong enough to make possible the creation of special classes and special schools for the gifted. But still the emphasis is generally on meeting the needs of the gifted in heterogeneous groups.

An experiment in a special class for exceptionally endowed students was begun two years ago at Chaffey Union High School in Ontario, California, and has produced some interesting results. When it was decided to make special provision for these students, a teacher was selected and given complete autonomy in the development of a program for them. The teacher, with experience in both high-school and college teaching, had made a long and thorough study of the problem and had definite convictions concerning the needs of such students and the ways in which these needs could and perhaps should be met. The results seem to have justified the methods used.

Each student was selected by the school counselors and the teacher on the following bases:

(1) The student chosen had to be college-bound; (2) had to have a high average in achievement in academic courses; (3) had to rank in the ninetieth percentile in the Iowa tests of academic achievement; (4) had to attain a score of at least 125 in the mental maturity tests (group administered); (5) had to have reasonable emotional stability; (6) had to give an indication of normal social consciousness; and (7) had to be interested in the objectives of the program.

The students and their parents were both

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## EDITOR'S NOTE

*Do you believe in ability grouping? In what subjects? If you have such grouping, how shall the group be formed? How shall it be taught? These are questions that often elicit a wide variety of responses. The practice described here appears to have had reasonable success. The author has written about it in other national publications, but this account points up some aspects not dealt with formerly. She is now on the faculty at Chaffey College, Ontario, California.*

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consulted before the students were assigned to the special class.

The objectives of the course were to be:

To stimulate the student to greater intellectual and creative activity.

To open up to him new fields for research and creative activities.

To introduce him to the broader aspects of the cultural subjects which he could study in college, and so provide him with information and insight which would enable him to choose his college course more intelligently.

To train him in independent research, including mature methods of study, note taking, use of resources, and the mechanics of effective writing.

To train him in mature interpretation of materials, with emphasis on abstract analysis.

To aid the student in the development of a writing style, and to encourage clear, logical, abstract, and independent thinking.

To span the gap between high school and college constructively and with a minimum loss of valuable time by the student in making the adjustment. It was decided that college techniques would be introduced as extensively as the students were ready for them. These included lectures in the classroom by the teacher and others and trips to branches of the state university, where the students could attend lectures and become directly acquainted with college methods, and where they could also discuss with professors the requirements for and opportunities offered by the professions in which they were interested. Trips were also scheduled to art galleries and libraries, and to opera, stage, ballet, and symphony orchestra performances, in order to stimulate the student's cultural interests and to foster aesthetic appreciation both for the present and the future, as well as to open up to him, perhaps for the first time, possibilities for satisfying use of leisure time.

The humanities, it was thought, would provide the basic materials for the accom-

plishment of all these purposes. The education of these students would inevitably be channeled soon into courses which would be highly technical, in order to develop high competence in specialized fields. Without an adventure now into the more cultural subjects, such as art, literature, music, psychology, philosophy, religion, human relations, these students might well achieve a one-sided development. In view of the subject matter to be emphasized and the method of instruction to be pursued, the course was called a seminar in the humanities.

Further objectives were: to guide the students in the selection of careers, to encourage participation in school and community projects, and to help them make a special contribution in their fields of special interest by doing research and writing on subjects of their own choosing in those fields as well. These plans were conscientiously carried out.

One of the strongest justifications for the class became apparent at the start—each of the students was struggling with intense emotional problems which he had been trying to resolve himself. These problems had arisen from a variety of frustrations:

A desire to achieve scholastically, throttled by fear of social disapproval.

An urge for intellectual self-expression, with no one to share and appreciate the effort, and in many cases with no knowledge of how to proceed.

A desire to lead, discouraged by lack of understanding and group support.

The desire for social usefulness, prevented by timidity resulting from a sense of inferiority growing out of an apparent lack of social acceptance.

The need for companionship, left unsatisfied because of the student's inability or unwillingness to conform to the standards or the lack of standards in the typical heterogeneous high-school group.

Frank and open discussion of these problems brought a transformation in the individuals in the group. The level of the

discussion was kept on an intellectual and constructive plane through its organization around the theme of the development of the personality: intellectual, physical, moral, spiritual, creative, with analyses of the consequences of imbalance in any direction, as found in such characters as Dr. Stockmann and his brother in Ibsen's *An Enemy of the People*; Babbitt, in Lewis' book of that name; and Tolstoi's Anna Karenina. Historical personages as radically different as Leonardo da Vinci, Voltaire, Rousseau, and Nietzsche were also scrutinized for evidence of personality strength and weakness. This led directly into a study of the principles of psychology, art, history, philosophy, and the major religions, and the contributions which great personalities have made to these branches of learning and to the development of the ideas which have directed the activity of men and of nations through the centuries. Their implications for present-day social and political problems were also discussed.

The final justification for the course lay in the achievements of the students, achievements which are in large part due to the solving of their problems through association with one another and to the type of training which was possible only in this kind of program, which encouraged growth and self-expression in an atmosphere of understanding and appreciation.

Of the twelve students in the senior group, nine received full-tuition scholarships for four years of college or university study (one having received scholarship offers from five institutions) and one received a special scholarship grant (two did not need and did not apply for scholarships); two are being admitted to one of our best known universities with honors at entrance; two received awards of \$400 and

\$750 for winning first place in essay competitions; six had poems and essays published; one received a certificate of merit in the General Motors competition, three received Bank of America achievement awards, and two received certificates of merit from the Merit Scholarships. Between them they took a wide variety of awards in academic and athletic areas.

Of the students in the junior seminar, one won first place in the local Odd Fellows' United Nations contest—an all-expense Heritage Tour in the East; six had poems and essays published; three won money awards in local essay contests; and three were selected by Northwestern University for participation in their National High School Institute, two being given scholarships there.

Socially both the senior and the junior groups achieved distinct successes: one student was elected president of the Girls' League, one was elected president of the student body; three held other student-body offices; one was elected president of the senior class; four held club presidencies; three of the shiest won speech and debate contests; and three were chosen to represent the school at Girls' and Boys' State.

These are the tangibles. One needs to know the students to appraise the intangibles—the happiness in self-mastery, the self-confidence they have gained from association with students of similar interests and equally high motivation, the interest in scholarly achievement, the eagerness for learning, the assurance they have acquired through institutional recognition of their intellectual ability, the determination to serve through the utilization of the special talents which they have learned to exploit. These are strong arguments for the creation of special classes for the gifted.

# Maugham in the Classroom

By PHILIP EISMAN

SOME LITERARY UNITS emphasize integration of construction and art work or coin and stamp collecting with a novel. Little time is spent on the more philosophical themes, depth of characterization, or richness of description and detail. In short, not enough attention is given to analysis and evaluation; the practical overshadows the intellectual; manual skills assume more importance than knowledge of subject matter. Yet integration of concepts rather than manual skills with high-school literature has much in its favor. Let us examine a few aspects of such pedagogy as we consider a unit on W. Somerset Maugham's novel, *Moon and Sixpence*.

Since the novel deals with an unconventional artist and his works, I felt that the motivation should stem from this fact. Before I introduced the book, I made certain that the majority of the pupils were studying or had studied some of the modern concepts of art, architecture, and sculpture. I then announced that, as a sort of "preliminary to the main event," we would make a brief survey of the development of modern art. Two pupils volunteered to take a trip to the New York Museum of Modern Art and report on what they saw. Five more said they would bring in pictures illustrating the type of art in which these modern

painters specialized. Almost simultaneously, I arranged for a class viewing of a short film entitled *What Is Modern Art?* When the pupils thought that they slightly understood the principles behind impressionistic painting, I posed the question: "What kind of men do you think paint these pictures which are often abstract and distorted and bear little if any resemblance to actual physical objects?" At first, the response was strangely meager. After a few moments, however, hands were popping up and waving at me.

"Those who are different from the rest of the crowd," was one response.

"Men who aren't normal," retorted another candid soul.

"Fellows who want to break away from the monotony of life," came another answer.

"People who are outcast from society and hit back at the world this way," a girl said.

Apparently, the class was unanimous in its decision: A modern artist is certainly not like the average man spiritually, mentally, or philosophically.

At this point, I asked for volunteers to do library research on the lives of some of our most famous modern painters and report to the class. Both the students and I brought in some of the works of these painters, works pictorially depicting the men's characters and personalities. Finally, a student reported on the life of the Frenchman, Paul Gauguin, considered to be "the first modern savage in art." I brought in a book containing a few of his works in miniature and, with the help of an opaque projector, explained a little about them.

The students had been motivated, for when I told them that the next novel they were to read dealt with the life, loves, and works of Charles Strickland, the fictionalized Paul Gauguin, the expressions on

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## EDITOR'S NOTE

*This article was originally titled "Portrait of an Artist—Maugham in the Classroom." The artist is Gauguin; the novel of Maugham's is Moon and Sixpence. The article is about a rewarding teaching experience that centered around the question: "What is modern art?" The author is a teacher of English at Fort Hamilton High School in Brooklyn, New York.*

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their faces indicated complete approval and enthusiasm. I gave them ten days to read the book at home, and then we spent a week on classroom discussion and activity.

*Points of Focus:* The first important point stressed was the comparison of Maugham's fictionalized biographical account of Gauguin and the factual details discovered by the students. The similarities and differences were discussed, and it was agreed that, for the most part, Maugham gave a more accurate description of Charles Strickland than a true story of his life. However, the class seemed to feel that Maugham's "coloring" of Strickland's life added to their reading interest. The next focal point concerned the relationship between the artist and his works. In describing Strickland's personality and then his art, Maugham showed to what extent an artist will project himself into his paintings. I once again used the opaque projector and, while showing such pictures as "Ia Orana Maria," "Head of a Tahitian," and "The Maternity," I read from Maugham: "It was strange and fantastic. It was a vision of the beginnings of the world, the Garden of Eden, with Adam and Eve . . . it was a hymn to the beauty of the human form, male and female, and the praise of Nature, sublime, indifferent, lovely, and cruel. It gave you an awful sense of the infinity of space and the endlessness of time. . . . The colours were . . . familiar . . . yet . . . different. They had a significance which was all their own. . . . You saw man in the nakedness of his primeval instincts, and you were afraid, for you saw yourself."

Two factors emerged from the first focal point. First, it led the class to realize how superb Maugham's characterizations are. His picture of Strickland, for example, is so clear, thorough, and real that the pupils felt they actually knew him or someone like him. Secondly, the students got some idea of the power and depth of Maugham's writing style. They pointed out that the author (1) has fluency, clarity, and a flair for the

unusual; (2) writes the book like a diary or a biography although his dramatic situations are certainly "novelesque" in their excitement and tension; (3) tells the story in the first person, thereby creating an atmosphere of authenticity; (4) is a naturalist as shown by his down-to-earth language, pictures of the sordid side of life, and unbiased observations.

The flash backs in conversation, the digressions, and the humor, wit, and irony in the dialogue and description were commented on. We concluded, then, by saying that characterization and style (not plot) are two important features in the book.

Now we were able to arrive at perhaps the most significant focal point in the book—the theme, which of course stems from the characters and their philosophies of life. The students thought the central theme of the novel to be Maugham's approval of doing what one feels is best for oneself even if it means a break with society. We listed other literary works in which this point of view is taken (example: Amy Lowell's poem, "Patterns"); we noted the advantages and disadvantages of freeing oneself from convention and tradition. We mentioned some of the ways in which Maugham brings out this theme. At one point, he asks the question: "Is to do what you most want, to live under the conditions that please you, in peace with yourself, to make a hash of life; and is it success to be an eminent surgeon with ten thousand a year and a beautiful wife?" Maugham seems to feel that only by doing things that please you, you will "find yourself." Those who disagreed with this viewpoint cited the example in the book of Captain Brunot who led the so-called "routine" existence. ". . . To lead such an existence," the novelist suggests to the captain, "you must both have needed a strong will and a determined character." "Perhaps," the captain replied; "but without one other factor we could have achieved nothing. . . . Belief in God." Many minor themes were brought up and discussed:



(1) Mrs. Strickland's insincerity: After resigning herself to her fate, she assumes an air of false dignity which is fully shown at her husband's death when she accepts favorable comment bestowed upon him as if nothing had happened.

(2) The overly practical viewpoint of men like Colonel MacAndrew: He cannot "see" change or understand a man's desire to seek excitement and adventure.

(3) Maugham's philosophy on women: "A woman can forgive a man for the harm he does her, but she can never forgive him for the sacrifices he makes on her account."

(4) The inevitability of things: When Strickland said that he often thought of an island where he "could live among strange trees in silence," he never knew that one day he would actually live and paint and die on Tahiti.

Some of the maxims that Maugham coins were selected for memorization. (Example: "It is not true that suffering ennoble the character; happiness does that sometimes, but suffering, for the most part, makes men petty and vindictive.")

*Special Activities:* While emphasizing the comparison of Maugham's treatment of Strickland's life with that of the facts about Gauguin, while stressing the relationship between the artist and his works, while discussing the theme, style, and characterizations of the novel, I asked the pupils if they felt that they could write a composition at home on any phase of the reading or class

discussions. Every hand in the room was raised and I received some excellent papers dealing mostly with people and their philosophies of life. For an oral exercise, every pupil in the class spoke on the general topic. "What I Would Like to Do Most in the World."

*Post-mortems:* Upon the completion of the unit, I asked for truthful answers to the question, "Did you enjoy reading and discussing the novel?" Once again, the class was unanimous in its affirmative response. Perhaps this was a superior senior group; perhaps *they*, more than most high-school fourth-year classes, could intelligently and concretely discuss Maugham's controversial subject matter and unique writing style. But the critical comparisons made, the use of film and opaque projector, the library research, the composition and oral work, and the discussions of characters, themes, and style—all these factors helped to make the unit on *Moon and Sixpence* both stimulating and informative. All focal points were elicited from the students, making them feel that nothing was being forced on them. And when several pupils asked me whether they might adapt *Moon and Sixpence* as a radio script or read other novels of Maugham for book reports, I felt certain that such a unit in integration of concepts about the nature of people was just as valid as—and perhaps more valid than—the integration of various manual skills with the study of a novel.



### Life's Race

Better to trip and fall  
Than not to run at all.

W. ARTHUR BOGGS  
Oswego, Oregon

# IS HOMEWORK VALUABLE?

By SISTER M. THEOPHANE, C.C.V.I.

SOMEWHERE IN THE WELTER OF CRITICISM directed against high schools, high-school teachers, and high-school pupils, one is bound to find some discussion of homework and out-of-class assignments. Beginning with one's personal convictions on the subject, one can find arguments, often convincing, to uphold the pro or con of this topic. But the students' reactions to homework may sometimes lend weight to the professional and parental arguments. In retrospect, high-school pupils frequently see the homework situation in a new light. Admission to college and the academic challenges involved lend a new glow to the days of high school when assignments seemed onerous, meaningless, and time consuming.

A class of ninety-seven college freshmen, registered at a small liberal arts college for women, were asked about the practices of their respective high-school teachers regarding the giving of homework. Of these freshmen, fifty were from private and forty-seven from public high schools, ranging in size from small to very large. The study was made with two sections of freshman English: Group I, fifty-seven students ranking from above average to very superior; and Group II, forty students ranking as average, on the

basis of the American Psychological Examination. The students' reactions were based on their senior year in high school rather than on the four years.

Homework had been a commonplace activity for all these students. Nightly assignments in all subjects had been standard practice for two-thirds of them. For others variations were noted, such as nightly assignments in English and social studies; written assignments alternating with reading; and homework in all courses except those involving laboratorywork. Presumably these students followed the college preparatory program in high school and had to accept the independent work so essential to a successful completion of this program. The teachers in both private and public schools had adhered to the traditional method of providing for assimilation—assignments to be done outside of class.

The academic course leading to college admission is a clue to the subjects requiring most of the students' studytime. English ranked first as a time-consuming or difficult subject. Chemistry was listed second in order of difficulty, and mathematics and language tied for third place. Traditionally these subjects are among the constants in secondary education, and they are also among the hardest subjects. It is difficult to think of English, science, and language reduced to the level of "breeze" courses. Their content requires independent study and an extensive supplementation of classroom presentation. Students preparing for college could be made to understand that for them homework is essential.

There may be as many variations of homework as there are secondary-school teachers, but again experience points to a few limited types of assignments that permit of multiple variants. Doing written-

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## EDITOR'S NOTE

*The question in the title is "slanted." Few thoughtful students would voice the opinion that homework is valueless. What is a matter of great concern is the amount of homework assigned, the manner of assigning it, and the way the teacher evaluates it. These are some of the things that go to make up the content of the article, which in general affirms that homework is valuable indeed. The writer is on the staff of Incarnate Word College, San Antonio, Texas.*

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work, reading texts or reference material, working problems, are a few of the standard techniques which have been handed down by generations of good teachers. The girls participating in this study recalled that written assignments of some type were standard homework. These they identified as the most time-consuming of all they had experienced. Reading came second in the homework policies of the high schools these students attended. The amount of time spent in reading will vary with the reading ability of the student and may be done more easily than a written exercise. Reading is not second rate as a type of homework, but it did not stand out as drudgery. Despite the essential difference between reading and writing, written work held first place not only in frequency of use but also in the students' preferences. The satisfaction attached to doing a written assignment and having it graded seemed to have a place in the estimation of these adolescents.

The attitudes of the students toward the homework practices of their respective high schools were encouraging. A large majority said they would not have gone to class without their assignments. A sense of responsibility was reflected in their replies. School was a way of life and in it there were duties and responsibilities. One of these was the obligation of doing the assigned work, not from fear or compulsion but out of a sense of duty. These students were personally motivated to do their work.

Again the value of homework cannot be gainsaid. It has an unquestionable value, especially from the vantage point of the college. Perhaps high-school students have to enter college, where the class routine and the methods of teaching are different, to appreciate the benefits, either in habits or skills, that result from the assignments they were asked to do in high school. The teachers may not have a chance to hear that the assignments so frequently detested are now appreciated. Even a delayed reaction on the

part of adolescent girls should be a boost for the teachers who gladly teach and look not for praise or blame.

Inseparable from the homework issue is the parental attitude. Do the teachers give too much homework? Do they overburden the adolescent so that his life becomes a drudgery, with little time left for recreation or family relations? The ninety-seven freshmen who weighed this issue were divided in their answers. The majority, two-thirds, thought that, in their experience, teachers do not assign too much homework. However, they did have some constructive suggestions which should make teachers pause. The two principal criticisms of the homework practices were lack of equalization and inconsistency. They pointed out that individual teachers may assign work with so much abandon that they seem oblivious of the fact that the students, ordinarily, carry five classes. Five times the same amount of work creates a need for a longer day. Each teacher has allegiance to his own subject and recognizes the need for independent work outside of class if his students are to profit. When his allegiance or enthusiasm overflows in the direction of excessive assignments, students, especially the conscientious students, may often be involved in needless tensions. In speaking of the second weakness in the homework patterns, the lack of consistency, students recalled that some of their teachers assigned work in sporadic budgets—a large amount to be completed in a short time and then a long lapse of time with relatively little to do.

There is a note of encouragement for high-school teachers in the outlook these college freshmen had on homework. They welcomed assignments. They may have had to learn by the costly trial-and-error methods that the mental discipline inseparable from independent work will have to be acquired for success in college. Leaving high school with this discipline is an asset. "I am thankful homework was given be-

cause at least now in college the big assignments are not new to me." Teachers should not hesitate to require work which will pay dividends later on when students are faced with greater challenges and more independ-

ent work. Proverbially, there is no royal road to learning and perhaps high-school teachers could harken to the plea, "Teachers should give more homework to students who plan to go to college."



## What Is a High-School Principal?

By MARJORIE SCOTT

Elizabeth, Pennsylvania

SQUARELY in the midst of requests of students, complaints of teachers, demands of parents, and pressures from community leaders we find that rarest of good-natured creatures—the high-school principal.

He comes in assorted heights, weights, circumferences, and degrees of baldness; but every principal has the same creed: to do as much as possible with as few hurt feelings as possible in every second of every minute of every hour of every day, and to protest with all the psychology and oratorical ability at his command when a voice is raised against his school.

Principals are found everywhere—behind desks, at P.T.A. meetings, in halls, on stairways, on buses, in and out of classes, up and down between fourth-floor storeroom and sub first-floor shop.

School boards question them; supervisors watch them; teachers plague them; students alternately respect, fear, and resent them; parents wonder at them and expect them to teach Johnny how to be a millionaire and still keep out of jail in sixty easy lessons.

A principal is a television composite—he has the omnipresent energy of a Superman; the detective skill of a Joe Friday; the up-to-the-minute mind of an Edward R. Murrow; the easygoing manner of a Dave Garroway; the directorial ability of a Robert Montgomery; the talent-finding ease of an Ed Sullivan; the question-asking talent of a Hal March (without the \$64,000 incentive); and the sense of humor of a Jerry Lewis.

He likes: quiet days, Sundays, problemless students, peace, cheerful teachers, blinds at half-mast, peace, clean floors, prompt loud bells, football, bas-

ketball, and baseball victories, regular schedules, and, finally—peace.

He is not much for: discipline cases, absentees, tardy excuses, lunchtime "indigestion period," water pistols, bus uprisings, setting up (and taking down) auditorium chairs, and fire drills (even those he arranges himself). Nobody is so early at school or so late to leave. Nobody else passes up so many personal pleasures for so many school activities.

Nobody else can file on one desk: six school reports (to be filled out in triplicate), fifty mimeographed tests, three Yo-yos (one without string), two lost textbooks, four supply catalogues, one slightly green identification bracelet, last year's commencement program, and two dozen assorted business cards all tucked methodically into the lower right-hand corner of a once-green blotter.

A principal is a magical creature. He can make you believe that his latest brain storm was really your idea; that the last time you were wrong about a student, the mistake was really his; that the dance which went over because of his efforts was all the product of your clever management; that the college freshman who came through with flying colors owed it all to a brilliant faculty while the character who ended up in juvenile court was there because of some failure of his.

He can make you forget all problems (both real and imagined), long hours of reading and checking hundreds of papers (some horrible and some not quite so horrible), and days of explaining the same problem to the same people, by simply taking time to drop in for a quiet chat and a sincere "thank you."

## Events & Opinion

**THE TEACHER COMES FIRST:** We can think of no better way to welcome back our readers to their various appointed tasks than by quoting a portion of an editorial which appeared in the *New York Times* several months ago. In observance of "Teacher Recognition Day," an official pronouncement by the governor of the state of New York, the following sentiments were expressed editorially:

"Our preoccupation with other problems of education, such as the building shortage, tends to obscure the pre-eminent place the teacher fills. But we all know that the good teacher is the one and only really essential ingredient of the good school; that no school can be called good that does not have the good teacher. The community that undervalues its teachers, that does not accord them the dignity and the respect that are their due, that spends handsomely on buildings but skimps on salaries has committed one of the follies of the ignorant in failing to set sensible priorities.

"Occasionally we hear it said that the teacher has an 'easy' time of it. Such misguided critics must rely on a faulty memory or a complete innocence of the classroom. The teacher's lot is hard and demanding. She must act as the parent away from home. Her subject-matter is changing constantly; she must be everlasting student as well as teacher. She is held strictly accountable for producing good citizens and must deport herself day and night as a model of citizenship. The community's demands upon her are endless and exacting. No matter what goes wrong it is her fault; when things go right somebody else usually gets the credit.

"We do not envy the teachers. We gratefully salute them. Their life is full of satisfactions, offset in part by its headaches and its heartaches. One day is too short to give them adequate recognition. . . ."

And so as we become immersed in our duties, sometimes sinking below the high-water mark, these dedicated words should come to mind and offer aid and comfort—particularly if we know that the members of the board of education, parents, and the self-styled critics of the school are fully cognizant of them, too.

**THE MENTALLY ILL—THE PUBLIC SCHOOL'S RESPONSIBILITY:** A plea to admit mentally ill children to public schools on the ground that science is demonstrating that their illness is physically based has been made by the League for Emotionally Disturbed Children, Inc. On the basis that medical and scientific research into physical causative factors in mental illness had progressed sufficiently and produced enough agreement to classify mentally ill children as physically handicapped, such children would be eligible for public school education under the law as physically handicapped.

The implications of this argument are quite profound. While it may be some time before this point receives legal sanction, if at all, the possibility would create new vistas in the field of public education. However, the problem is basically a financial one rather than a physical one. The education of the mentally ill child would be paid for from public funds, rather than from private sources.

**THE ART OF CIRCUMLOCUTION:** After reading George H. Herrick's article, "Why Don't We Broaden the Base for Spelling?" which appeared in the January, 1957, issue of *The Clearing House*, John E. Connors, a teacher of English in Pultneyville, New York, felt inspired to send us the following letter. Let the proponents of circumlocution take notice.



DEAR GEORGE,

I ~~recieved recee recei~~ was happy to find your letter in the ~~morning male mayt~~ post office box this morning. Your story of the ~~excyting enighting~~ adventurous ~~jerney jurney~~ trip to the coast ~~was fasin facen fasen~~ held me spellbound.

Our English teacher was ~~rayving raey~~ very angry about an article by a ~~professor professor~~ college teacher who has the same name as you. It seems that this ~~profess~~ fellow wants to ~~alow alouw allowe~~ let people spell words to ~~too two~~ several different ways. Our teacher doesn't go for that jazz at all. Instead he has us ~~studieng studeing~~ learning words like crazy so that we can say almost everything ~~a couple of diffrant differnt~~ in various ways. He says that this is his, and he ~~made us tern turn~~ taught us to spell it, "Individualized Program of Circumlocution." It is sort of like a game. You ~~now no kno~~ remember that I never could spell ~~worth wurth wearth~~ at all. Well, I still ~~kant cant~~ am bad at spelling but I ~~shore shur~~ guess I'm about the best ~~cirmlocuter circumlocutor~~ round about talker in class. I ~~oh o owe~~ guess I should ~~give kredit credit credat~~ be thankful I found a book in the library called ~~Rojay's Rogay's Thasorus Thesaurus~~ well, it's a sort of ~~diktionary dictshun dict~~ book of words, ~~sinonyms synonymis einannims~~ well anyway just ask your ~~librarian~~ library teacher and she will no whut yoo want.

Sincerely Gino Syn  
Yours truly,

**TEACHER UNDER MICROSCOPE:** The effect of the report on the public school teacher which was issued by the National Education Association last April has been far reaching. This report, the most comprehensive one in recent times, analyzed the hopes, frustrations, satisfactions, and complaints of the teacher, who spoke her mind on many facets of her work.

Financial instability and disillusionment with the teaching profession were two of the

disconcerting facts which emerged from the survey. Seventy-three per cent of the male teachers and 17 per cent of the women have to supplement their incomes by engaging in nonteaching jobs. The teachers reported that they worked at ditchdigging, bartending, factorywork, baby-sitting, and other similar occupations. Nearly half of the male teachers, 46 per cent, refused to commit themselves when asked if they would go into teaching if they could start all over again. This is certainly a most significant percentage, considering that men number only 27.5 per cent of the teaching force. Incidentally, 80 per cent of the women would go into the teaching profession again.

A few vital statistics: The majority of teachers of both sexes are married. Of the women, 54 per cent are married; of the men, 83 per cent. The average salary of elementary and secondary teachers is \$4,055. Some 5 per cent, or more than 100,000, are paid under \$2,000. Yet teaching is a stable profession, at least for the women. The median age for women is 45.5 years; for men, 35.4 years. The typical male teacher has had eight years' teaching experience; the average woman has had fifteen years.

A survey generally is a preparatory step to the improvement of conditions, and, naturally, we are now prone to ask, "Where do we go from here?"

**THE "RECRUIT" TEACHER MAKES GOOD:** The current teaching shortage has caused the luring of college graduates who had not been trained as teachers into the teaching field. A survey recently completed at Temple University shows the Johnny-come-latelys as a credit to the profession. It was concluded that the "recruits" are at least as good a potential as the teachers who come to the profession through the accepted channels. When asked why teaching appealed to them, they listed personal gratification, love for children, and an opportunity to make a contribution to society.

JOSEPH GREEN

# HOW IS YOUR SMILE?

By JACKIE MALLIS

A RECENT STUDY revealed that an essential part of a good teacher's professional equipment is, oddly perhaps, a smile! This comes as no surprise to teachers who at any time have canvassed student opinion of the ideal teacher. High on the list of pleasing qualities is always, "She's not afraid to smile." But to those teachers who are insecure about their teaching or who have for too long forgotten that there are *people* in those desks out front, not blocks of wood (though test results sometimes make one wonder!), three words of sound advice are, "Smile, smile, smile." The atmosphere will be warmer, the results more rewarding.

If you doubt this, consider the millions of dollars Bell Telephone Company has spent developing "the voice with a smile," or the number of department stores and restaurants which train their employees to smile as a basic part of courtesy in service. Consider the Dale Carnegie fundamental for winning friends and influencing people, "Learn to smile." Consider, too, the people who rank high in popularity, who put you at ease, and with whom you enjoy associating. One of their most pleasing assets is a quick, sincere smile.

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## EDITOR'S NOTE

*We once knew a teacher who told soft-speaking students to "stand closer to the microphone." The teacher could have said, "Speak louder, please!" But the suggestion to get closer to the microphone, accompanied by a pleasant smile, achieved more student cooperation. Teaching is serious business but there is no need for the teacher to forego the benefits of a smile, at least on occasion. This is the thesis of Mrs. Mallis, who is a teacher at Catalina High School, Tucson, Arizona.*

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A smile is relaxing, both to teacher and to class. It silken a tense, raspy voice, strained by overuse. It puts the class at ease because it means teacher isn't "mad" at them. It aids in establishing pleasant rapport and thereby encourages learning, discussion, and even good discipline. Yet how often we forget these obvious advantages as our faces settle into grimmer and grimmer lines!

For a teacher, a smile compares with the sun of the fable; a frown, with the wind. Glare at a student and tell him he must do the assignment (or he must *not* persist in some trivial annoyance), and he will slouch lower in his seat, negativism in every line of face and body. Or smile at him, suggest he see if he can "beat the clock" or "put away childish things, now that he's a man," and watch sullenness slowly yield to a grin and a willingness (even though at first reluctant) to co-operate.

There are many synonyms for "smile," probably because the word itself has so many definitions. A smile is not a smirk, it is not a grin, it is not a grimace. It is simply "a brightening of the eyes and an upward curving of the corners of the mouth," indicating pleasure (at seeing the class) and affection (for them).

Some teachers find smiling a difficult task. The muscles of their mouths have settled in lines of permanent dissatisfaction, disgust, fatigue. Such lines are caused by sagging muscles, and it is not easy to force those muscles into "an upward curving" after years of downward curving. But practice will train those weary muscles, will kindle a light in the eyes, and in time will even create an inner glow that could easily be mistaken for a joy in teaching.

Teaching should be a joy. If a smile will bring that joy, smile, smile, smile.

# Stock Talk for Teachers

By HOWARD E. CAPELING

THE CONSENSUS among enlightened people in all walks of life today is that inflation in some form is here to stay. This assumption seems reasonable in view of a national budget of over 72 billion, plus assured population growth, the expansion of federal highways, the march of technological production, et cetera. What is equally significant is that the standard of living of the American people is about six times what it was in 1875—and the upward trend continues. About six months ago, a rise of 4 per cent in national output was visualized for 1957 by the National Industrial Conference Board. Continued inflation in prices too was estimated at about 5 per cent in dollar terms by the director of economics of Dun and Bradstreet.

Prompted by the foregoing factors, professional people everywhere (and this means teachers especially) have begun to invest a portion of their savings in quality common stocks. To keep abreast of the upward pace in the cost of living, it is essential to put cash to work. Likewise, the erosion of the purchasing power of the dollar can be offset considerably if cash is put into common stocks. Investment counselors have pointed out that listed common stocks have pro-

duced since 1935 an average annual yield (including price rises) of 11 per cent. Those who would be "wise as serpents" are placing idle funds into the better grade stocks of America's leading companies. This is a highly suitable medium to hedge inflation or to build a nest egg for those retirement years.

Teachers who are in the \$5,000 to \$7,500 salary bracket are good prospects for stock investment. Not only do they possess relatively secure incomes but they also need to supplement their teaching salary in order to maintain the pace that is expected of professional people. Furthermore, most teachers are thrifty. As such, they should realize that the 5 per cent return from the highest quality common stock, or the 6 to 7 per cent yield of the good-grade income issue, is far better than the 3 per cent from the savings at the bank, or the  $3\frac{1}{4}$  per cent from the government bond.

A teacher just beginning stock buying might like the open-end investment company, or "mutual fund." This is a safer investment for one who knows little about stocks or who has no inclination for watching and selecting stocks. A mutual fund is essentially a publicly owned corporation which invests its assets in the bonds and stocks of other corporations. Thus, the capital of many investors is used to employ experienced management who invest wisely for them in as many as forty to five hundred corporations. The investor receives only one stock certificate, yet he has the satisfaction of owning shares in many industries and many companies, however small his equity may be. In payment for the selection and supervision of stocks, the investor in most mutual funds usually pays an acquisition cost, or initial loading charge, of from 3 to 8 per cent. Statistics are on record

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## EDITOR'S NOTE

*If you have some money available for investment, should you buy some government bonds, common stock, building and loan shares, or deposit it in a savings account? And with whom should you discuss the matter? What about investment clubs? Which investment reports are most reliable? You won't learn all the answers to these questions by reading this article, but you'll learn some of them. The writer is editor of the News Letter of the Flint (Michigan) Education Association.*

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which prove that results are superior when investors remain for the long pull. As the American economy grows and prospers, so will those who have invested in mutual funds. Many mutual funds (and other investment companies) advertise in such publications as *Barron's Financial Weekly*, the *Wall Street Journal*, and *Financial World*. A qualified broker or the public library can supply this reading matter.

Surveys conclude that most people invest in mutual funds (or in closed-end investment companies) in order to build a retirement income for old age. The second reason given is the desire to receive a better income on savings. Some mutuals whose funds are invested only in common stocks are United Science Fund, Selected American Shares, and Incorporated Investors. Mutuals having their funds invested in both stocks and bonds (balanced funds) are the Wellington Fund, General Investors Trust, Commonwealth Investment Company, and others.

Many teachers, however, prefer to know more about the companies in which their money is invested. They also prefer to select the stock themselves and to make changes as the need arises. However, they are perhaps too inexperienced or financially naïve to go it entirely alone. For these individuals, the typical investment club is a *sine qua non*. Here fifteen or twenty people pool their ideas and opinions, as well as their money, and make regular monthly investments. Most investment club members prefer investing small amounts, such as \$10.00 each month. One group, known as the Fifty Club, has each member invest \$50.00 each month. After reports by members and proper discussion, members vote on which stock to buy. Those wishing to organize an investment club should contact any registered representative of the New York Stock Exchange in their community.

On the other hand, teachers who prefer to invest their own funds in their own

way should first do some reading and studying about stocks and the market. "Study—investigate—buy" is a good slogan. Some excellent introductory books to the whole field of stock investment are *Investor's Road Map* by Alice Morgan; *How to Buy Stocks* by Louis Engel; *Your Rights as an Investor* by Stanley Kaufman; and *Stock-Buying Guide* by Samuel Shulsky. Likewise, a good summation of mutual funds appears in *What About Mutual Funds?* by John Straley. For those desiring a broader approach to investments, the handbook on *Corporate Finance* by Milo Kimball and the *Economics of Investment* by Jacob Kamm are readable books.

Two of the best ready-reference booklets on common stocks are *Your Investments* by Leo Barnes (revised annually) and the *Financial World* magazine's *Stock Factograph*, which is also published annually. Other very useful reference handbooks are *Moody's Handbook of Widely-Held Common Stocks* (published annually) and the *Independent Appraisals* (published monthly) of the *Financial World*. For those who pursue facts, figures, and statistics with glee, *Standard and Poor's Corporation Records* and *Moody's Industrial Manual* are highly significant.

Investors seeking news about possible stock split-ups, subscription rights, dividends declared, and so on, will find *Moody's Dividend Record* book, or *Standard and Poor's Dividend Record* sheets most valuable information. Just ask to see them at a broker's office or perhaps your main public library may have a copy too.

Member firms of the New York Stock Exchange have offices in nearly every city in America. These branch offices are bursting with bulletins and information sheets about stocks and the market. The *Standard and Poor Corporation's* daily *Listed Stocks Reports*, as well as the *Fitch Stock Record* booklet, are handy sources of current information for stock investors. There are available also reports of invest-



ment companies, listing stocks they are buying and selling that week. Intriguing progress reports by company presidents can be read by asking for any edition of *The Exchange*, monthly magazine published by the New York Stock Exchange. Likewise, both the broker's office and the local public library usually can supply such magazines as the *Magazine of Wall Street*, *Forbes*, the *Financial World*, and the *American Investor*. For the speculator and the initiated, the magazine *Outlook* is well worth the perusing. In addition, such newspapers as *Barron's Financial Weekly* (published every Monday) the *Wall Street Journal* (published daily), and the market or financial page of your local paper are all sources of additional choice information about stocks and the market.

Perhaps, too, the well-read investor should not neglect the quarterly and annual reports published by all listed corporations. These are free to stockholders and to all others who send for them. Furthermore, most giant corporations have numer-

ous booklets that inform readers and stockholders about their financial status, plans for the future, and technological progress. In brief, there is no scarcity of information about stocks!

Therefore, it behooves teacher-investors first to become informed and then to select sound stocks in the light of the objective or long-range aim. If teachers desire income primarily, they should consider such stocks as American Telephone, Woolworth, Melville Shoe, or William Wrigley, Jr. If, on the other hand, growth is the salient objective, the stocks of Du Pont, General Electric, Burroughs, or Union Carbide are worth attention. If the accent is on both income and growth, teachers might investigate the risk possibilities of stocks like Northern Pacific Railroad and Socony Mobil Oil.

The point is that no teacher can afford to stand still! And unless money is earning at least 4 per cent, the teacher-investor is not moving! All investment has some risk, but investing in quality common stocks is an intelligent one.



## Objectives of Teacher Education

A review of the more recent discussions of policies and recommendations for teacher training programs reveals a confusion regarding the nature as well as the objectives of education. The views regarding such issues as the importance of a mastery of the liberal arts, an acquaintance with the cultural tradition, proficiency in one or more areas of knowledge, skill in manipulating techniques and knowledge of the psychology of the learner are far from being unanimous. Such divergence stems from the more basic disagreement as to whether education is a philosophy, a science, or an art, and the erroneous assumption that these terms are clearly distinguished from one another with even a certain . . . antagonism between them.

Broadly conceived, education is all three, and the educator must ideally be something of a

philosopher, a scientist and an artist. In the first place, the educator must have a full understanding of the ultimate goals he is working for. More often than not the modern American educator takes over the role of a technician whereby he automatically applies certain methods towards the fulfillment of objectives that have been determined for him. The curriculum specialist, whose position has emerged into such an important one in the last few decades, has almost completely taken over the responsibility of establishing the general aims of education and the specific objectives of the different parts of the curriculum. This he tends to do primarily on the basis of his analysis of the needs of the learner understood in terms of the needs of a particular society.—ADMA D'HEURLE in *Progressive Education*.



# WHY INTEREST TESTING?

By ANDREW D. ROBERTS and DEBORAH E. GORLIN

REPORTS FROM SCHOOLS throughout the country reveal that considerable confusion exists concerning the precise purposes and uses of the interest inventory or preference blank. Several schools surveyed on the Pacific Coast were utilizing the interest test as an ability measure, while one educational institution in the East considered this examination to be a personality test and used it to "size up" the personal characteristics of pupils. Large numbers of schools frankly admitted that the interest inventory was too vague an instrument to be of value in the everyday curriculum process. This state of affairs can only be regarded as normal, since the interest inventory is a newcomer in the field of psychometric measurement. Educators will recall that the identical difficulties were encountered when intelligence and achievement examinations were first introduced in the public schools' testing program.

Since the interest test has valuable implications for every phase of the educational program, it is highly desirable that teachers gain close familiarity with this psychological tool. This type of test is very often a reliable indicator of the child's real motivation, hobbies, and life aspirations, data which are essential to the pro-

ficient teacher. No effort will be made here to explore the subject of interest measurement by reference to complex figures or statistical terms. Instead, any test orientation attempted will be based on the specific questions regularly posed by the teachers and administrators working in the public school system.

The first series of questions routinely asked by educational personnel usually center around the aims of the interest inventory. For instance, the principal of a junior high school in the state of New York asked, "If we introduce these tests in our schools, does this mean that we can automatically reduce the number of other tests we use? Could we, for example, drop one of our ability or intelligence tests?"

The interest inventory cannot be considered as a replacement for any existing test. It possesses its own unique purpose, which is to measure human motivation. This psychological instrument does not attempt to assess intelligence or ability in any school subject. It provides teachers with useful information concerning the exact forces which drive the student, it indicates his interests, and it furnishes data which are essential to any comprehensive understanding of the whole child. The interest inventory must be considered as a supplement to the currently inadequate testing program.

Another query which consistently presents itself in any discussion of the interest inventory is the frequency of its use by the public school. Teachers and administrators invariably want to know how many times during the upper elementary and total secondary period this psychological instrument should be administered. A query phrased by a counselor from Cleveland, Ohio, and a teacher-counselor from the San Diego schools in California is typical of the

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## EDITOR'S NOTE

*Pupils are interested in being tested on their interests, according to the authors, who are respectively a consulting guidance specialist and a San Francisco State College graduate student in speech and testing. Some of the questions considered in the article include: Should a school use more than one interest inventory? Is interest testing an essential part of the school's total testing program?*

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inquiries usually formulated by educational personnel with respect to this particular question: "We have noted that the interest scores of seventh graders, sophomores, and seniors in our respective schools vary considerably and that they differ substantially for the same individual as he progresses in age. In view of these facts, how often during the elementary and secondary experience should the child take an interest inventory?"

Authorities in guidance recommend that a minimum of three interest tests be given to the student during the upper elementary and secondary school years. Many individuals feel it is advisable to initiate the inventory administration in the upper sixth or lower seventh grades, so that the school can assist the student materially with his junior-high-school adjustment. The end of the ninth grade is suggested as an optimum time for the second administration of this psychological instrument in order to aid the counselors to help the student choose his major subject area and provide the needed counseling service. When the final test occurs during the latter portion of the junior year or the beginning stages of the senior year, the teacher can assess the degree of student motivation with respect to the choice of a particular college curriculum or a given occupational field. The schedule described here does not require strict adherence in any sense, but the test timing should coincide roughly with the major changes in institutions as the student progresses upwards on the educational ladder.

It must be remembered that a natural, but considerable, shift in the interests and outlook occurs as the student changes from the young child to the adult. A cumulative record of these vast changes together with an interpretation of their implications is an essential piece of information for every modern school system. Without these background data, the teacher cannot hope to understand the boy or girl as he or she is presently constituted, and this significant gap is likely to prove a sizable handicap in

planning the class or extraclass activities which will appeal to a given student. Effective prognosis of future success or failure in any type of endeavor will likewise be severely limited.

Any educator who considers using an interest inventory soon discovers that more than one of these instruments is available. Several well-known publishing companies offer tests in this field. This naturally creates the dilemma of whether to choose one or several of these inventories for measuring the motivation of the student. The situation cannot be considered unique, since the school administrator and teacher face the identical problem when attempting to organize an intelligence- or achievement-testing program. The statement of one teacher from the Minnesota public schools is illustrative of the mild confusion which exists in this area: "Some of our schools use the same interest inventory throughout the school life of the child while others administer two or three different tests during this same period. Do you think there is any advantage in using more than one interest inventory?"

There are several clear advantages in utilizing two or more distinct interest inventories in the testing program. Each test unquestionably serves as a corrective device for the other. Considerable deviations in the scores of these diverse instruments indicate either that the tests are in error or that the intrinsic motivation of the child has changed substantially. Results which prove to be consistent after two test administrations can be regarded as reliable. These two scores when coupled with the skillful observations of teachers and counselor will provide an increasingly intricate picture of the true nature and scope of the child's interest pattern.

Another factor which vitally affects all test results is the eagerness with which the youngster attacks the questions in the psychological instrument. It is readily apparent that boredom is very likely to occur

when a student is compelled to take the same examination two or three times. This limitation is removed or substantially mitigated when two or three different interest inventories are used by the school. The reading level of the interest inventories is a matter of extreme concern, since they tend to vary considerably in difficulty. Certain tests in this area appear to be suitable for high-school juniors but contain vocabulary and context which are beyond the comprehension of the average seventh and ninth grader. The reading difficulty and the general test construction are quite significant if accurate results are to be obtained when individuals from certain racial, socioeconomic, and bilingual groups are tested.

The final question which always accompanies any discussion of the interest inventory concerns its use or nonuse by educational personnel. Is the presence of this particular test essential in the school's mass testing program? "We now give intelligence, achievement, and sociometric devices to our children. All of us want to include every test which will help us to understand our students. Do you think it is necessary for us to add an interest inventory to these other tests?"

The interest inventory is an essential cog in the school's total guidance and curriculum program. No educational process which ignores a thorough objective appraisal of the individual's drives, aspirations, and vocational interests can be considered adequate. The interest inventory is the only existing objective instrument capable of measuring the basic motivation pattern of the student. Even such a routine matter as the prediction of future academic success by the teacher or counselor is likely to be erroneous without these data. Studies of college youth indicate that individual drive or motivation is the key factor which determines student success or failure at institutions of higher learning.

Think of the total human personality as a kind of motorboat. Interests are the rudder which sets the course the boat will pursue; intelligence is the motor. Will the individual study his English lessons assiduously so that he can become a newspaper reporter or will his steering mechanism incline sharply toward the mathematics area where he can learn intricacies of building bridges and highways? The motivation or drives reflected by the test scores propel the boat in the direction certified by the test.



**Good-bye to Teaching.** But I am leaving those worries behind me—and my wrinkles and my gray hairs, I hope. I shall miss my schoolwork—the children and my teaching. But I shan't miss the crowded classroom, the disgruntled parents, the disinterested parents and children, or the heat and dirt. I shan't miss the faculty meetings which contributed little or nothing to lightening the load of work or raising of morale, but which served instead to remind us we had better work harder to keep up with our work (all the while taking up time we would gladly have used to catch up). I shan't miss those sleepless nights I spent wondering how to inspire Johnny who thought the schoolroom was a playroom, only to be confronted by his mama the next day wanting to know why Johnny wasn't learning anything. And I shall not miss all the afternoons I worked late, or the nights I worked late, planning and preparing all the things we would accomplish the next day, God and the children willing. Most of all, I think, I shall not miss having a non-stop flight of many hours' duty with a load of dynamite aboard.—MARY JONES (a pseudonym) in the *North Carolina Education*.

# Who Says Children Are Less Educated Today?

By

PAULINE WELCH GIVENS

CHILDREN ARE BETTER EDUCATED TODAY than ever before. Children today have the advantages of a world far advanced in science, industry, and adult education. They have a wider knowledge of more subjects at an earlier age. The gulf between the child's world and the adult world has shrunk. They have the advantage of all facilities and training aids that this modern world can provide.

Methods of teaching have improved greatly and by these methods a child's natural thirst for knowledge is stimulated and nurtured, in contrast to the old idea of education by superfusion. Children are now made to feel more at home in the educational process in contrast to the old "heavy, heavy hangs over thy head" concept.

Fifty years ago only a few were well educated. The majority, of necessity, quit school early to go to work. The three R's were taught to the tune of the hickory stick, just behind the teacher's desk. Sums

were worked on slates. Textbooks, maps, and reference materials were very few and limited. The schoolmaster imposed the tasks and enforced discipline. In fact, the stress of education was upon the fundamental requirements of that day. Few were permitted or required to attend school beyond grade 8. Less than 10 per cent were prepared for, or actually went to, college.

Today girls and boys are growing up in a world of faster transportation and wider communication than our grandfathers visualized in their wildest dreams. The four corners of the world have been brought within the four corners of our living room by television. People, places, and things that were remote in the minds of yesterday's children are a part of the daily lives of today's children. This cannot help but educate and educate fast.

Audio-visual aids will continue to play an even greater role in education in the future. J. Hartt Walsh, dean of education, Butler University, Indianapolis, Indiana, in his article, "Education in 2000 A.D.," (Nation's Schools, April, 1956) holds the view that television screens will replace the blackboard and can be synchronized with desk viewers on each child's desk. He also believes that much teaching will be done by master teachers, using television. Teachers will work on committees, specializing in one unit or topic to be presented. This will give the children of tomorrow the best there is to offer. He also holds that considerable microfilming will be done, thus giving us a vast amount of materials with which to work.

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## EDITOR'S NOTE

*One trouble with the word education is that people don't agree on exactly what it means. To what extent is it mastery of subject matter, purposive problem solving, desired modification of behavior, or stimulation of mental curiosity? Regardless of how it can be interpreted, the author says that children do better in school today than their grandparents did when they went to school fifty years ago. She is a teacher in the Merle Sidener School, School #59, Indianapolis, Indiana.*

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It may be true that children today cannot stand up and name the states with their capitals, but why should they? I feel confident that every child in my fourth-grade room knows exactly where to find these if the need arises. In a discussion of any of the foreign countries or continents, he would know where they are located with relation to other countries and would also have an idea of many interrelating factors concerning them, whereas fifty years ago, after a student named the states and capitals, the knowledge had no meaning, for few children had maps or had traveled any. Today through radio, television, newspapers, magazines, and their own travels, children have acquired information which was unavailable in textbooks of fifty years ago.

In an article in *U. S. News and World Report* for November 30, 1956, Professor Arthur Bestor states that "we are teaching a boy how to act on a date and calling it social studies." But we are doing much more than Professor Bestor claims. We are trying to accomplish the three major purposes of education by providing those experiences and activities that will enable each individual to acquire knowledge, understanding, and appreciation of the interaction of man and his environment, the development of our political, social, and cultural heritage, the moral and spiritual values necessary for improving human worth, the structure of our society and our relationship to it, the responsibilities of a competent citizen in a democracy, and logical reasoning and evaluation as an accepted process in critical thinking. We try for a balance between skills and drills and creative activities as well as a balance between individual and group activities, whereas fifty years ago our program was mostly drill.

If reading is not being taught so effectively today, why is it that our children learn to read at an earlier age and that test scores show our children far above the grade level in reading? I have taught a

number of years and I'm confident that children are not only reading better now but reading a greater variety of materials. And my tests results last semester showed 80 per cent of my class far above grade level in reading. From reports of Indianapolis public schools, using nationally standardized tests, we know that our pupils are reading as well as they should be for the grade they are in, and some are two or three years ahead of their grade level in reading ability. Generally speaking the average pupil today is achieving at a level one year higher than that of the pupil six years ago. Fifty years ago the average age of graduates was eighteen and over. Today the average age is seventeen and over. Children are graduated today with more credits than their grandparents had.

The tabulation on page 42 is a comparison of achievement test results in Indianapolis public schools between the spring semester of 1948 and that of 1956. It shows our achievement test results climbing.

Professor Bestor also says that we are not teaching boys and girls to use their minds effectively (his definition of the purpose of education). The three major purposes of elementary education are: (1) the acquisition of the tools and skills of communication; (2) the knowledge and understanding of the development of man and his natural and social environment, looking toward the growth of each person as an individual and as a competent member of society; and (3) the participation of the child in democratic expression. We are helping boys and girls today to use their minds effectively. Teen-agers of today are smarter, more nearly self-sufficient, and more constructive than any other generation of teen-agers in history.

Bill Davidson in the January issue of *Collier's* says that a nationwide survey shows that no generation has performed more service for its community than today's youth and that America is rich in dedicated adults who furnish the glow, who guide,



COMPARISON OF ACHIEVEMENT TEST RESULTS IN INDIANAPOLIS PUBLIC SCHOOLS  
 SPRING SEMESTERS 1948-1956  
 MEDIAN GRADE EQUIVALENTS

## STANFORD ACHIEVEMENT TEST—GRADE 8A

Year	I.Q.	Para. Mean.	Word Mean.	Spell- ing	Lang- uage	Arith. Reas.	Arith. Comp.	Total Ave.	No. of Pupils	Expected Ach.	Ach. %
1948	—	8.3	8.3	8.1	7.8	8.1	7.8	8.1	2,619	—	—
1949	—	7.8	8.3	7.6	7.4	8.1	7.8	7.8	2,479	—	—
1950	—	—	—	—	No information available			—	—	—	—
1951	—	7.8	8.3	—	7.8	8.1	7.6	7.9	2,700	8.7*	90.8
1952	—	8.1	8.3	7.2	7.6	8.3	7.8	8.1	3,042	8.7*	93.1
1953	—	7.4	8.1	6.8	7.6	7.4	7.4	7.6	2,790	8.7*	87.3
1954	—	8.5	8.9	8.4	8.0	8.3	8.2	8.5	3,106	8.7*	97.7
1955	100	8.5	9.1	8.0	8.1	8.3	8.2	8.6	3,254	8.7	98.9
1956	100	8.7	9.2	8.4	8.4	8.7	8.5	8.8	3,424	8.7	101.1

## METROPOLITAN ACHIEVEMENT TEST—GRADE 4A

Year	I.Q.	Read- ing	Vocab- ulary	Arith. Fund.	Arith. Prob.	Lang. Usage	Spell- ing	Total Ave.	No. of Pupils	Expected Ach.	Ach. %
1953	99	4.4	4.4	4.5	4.7	4.3	4.4	4.5	3,028	4.7	95.4
1954	101	4.7	4.6	4.7	4.8	4.7	4.6	4.7	3,055	4.7	100.0
1955	101	4.7	4.7	4.8	5.0	4.7	4.6	4.8	3,327	4.7	102.1
1956	102	4.8	4.7	4.8	5.1	4.7	4.8	4.9	3,697	4.8	102.1

\* Estimated.

and who give boys and girls status and recognition.

It is amazing what some of our teen-agers are doing. The same January 4, 1957, issue of *Collier's* lists a few of the outstanding achievements: Three sixteen-year-old boys have built their own rocket-test stand and a rocket with a ten-mile range; a thirteen-year-old boy has become the nation's youngest F.C.C.-licensed radio engineer; a high-school senior has synthesized perfumes from organic material, a feat that has stumped commercial chemists; and a seventeen-year-old boy translates at the United Nations.

We are also doing a great deal for our gifted children today. Much is being done in the regular classroom and we have many special classes today to take care of the child of above-average ability. These children are discovered at an early age, and by the fourth or fifth grades they are given a chance to attend classes for the gifted.

Children today are learning by seeing rather than by doing. They see at a glance

comparisons by charts, graphs, maps, and so on, thus having more time to do many other activities that broaden and enrich their learning experiences.

I have talked with many, many parents and all have expressed the feeling that their children are getting a better education than the parents did. (These parents are college graduates.) They have also expressed the feeling that teachers today are doing a fine job with better facilities such as audio-visual aids, sound equipment, libraries, scientific equipment, and the best of conditions for health and comfort, and that children are provided with more opportunities to participate in the planning of their learning experiences.

Today instead of a child's being educated to live sometime in the future, he lives as he is being educated. The opportunities are unlimited. With proper guidance our children will prove by their future achievements that their education has far surpassed that of previous generations.



# WASHINGTON—OR BURST

By MARION L. TALLMAN

"BUST?" WELL, NO, we can't say that because we're an English class, and according to what we hear, we can't use slang unless our readers and we know that it's slang.

Enough of this formalized English! We repeat—we're going to visit Washington. No, we're not seniors, or juniors, or YW's or YM's, or any of the conventional groups. We're twenty-eight tenth graders who like one another and have decided to see a little of the world in such good company.

The facts are these: In the spring of 1955 Gaskill Junior High School in Niagara Falls decided to give a group of students who had proved their ability in seventh and eighth grade an opportunity to work together in their four major subjects. Therefore seventeen boys and thirteen girls whose scholarship and personal qualities recom-

mended us were assigned without our knowledge of purpose to four teachers—math, history, science, and English. We students later discovered that these teachers conferred almost weekly about our weaknesses and strength, about the subject matter they were adding to the regular courses, and about our frequent complaints of work, work, work. Finally, our principal let us in on the secret and from then on, though we still complained at times, we plugged ahead with a greater will. Strange to say, none of us became a bookworm or a drone. We managed to slip in the average numbers of parties—pizza, preferably—dances, games of tennis, basketball, baseball, and volleyball; swimming, glee clubs, and performances in the band and orchestra. Not that all of us did all of these things—far from it. All of us, though, had as much recreation as any others we know—yet we were being taught to earn our fun by work first. To be brief—we liked our life so much we requested another year together. We're tenth graders now and happier than any other groups we know—most of the time.

To go back to that Washington trip—we are going. We're chartering a bus in the Falls, starting out at six o'clock on a Monday, staying in Washington three nights, and coming back by way of Annapolis where one of our members hopes an influential relative may get us on a boat. We're seeing Gettysburg (on the way there), the White House, the Capitol, the National Gallery of Art, the Smithsonian Museum, the Washington Monument, the Lincoln Memorial, Arlington Cemetery, the Lee House, and driving along the Potomac to Mount Vernon.

If all of our dreams come true, we will walk along Mirror Lake and the President of these wonderful United States will hap-

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## EDITOR'S NOTE

Nearly 500,000 students visit the nation's capital each year. They come from practically every eastern state, by bus, by train, by plane. The peak of student travel is reached during April and May. Lately, the Greater National Capital Committee of 1636 K Street, N.W., has stressed the opportunities for student groups to visit Washington in the fall rather than in the spring. Hotel accommodations are more readily available, and Washington is every bit as beautiful in the fall as in the springtime. Regardless of when student groups come to Washington, it is necessary for teachers and administrators to plan and supervise the trip extremely well. This is a report of planning by a group of tenth graders whose determined objective is clearly described by the title. The author is teacher of English at Gaskill Junior High School, Niagara Falls, New York.

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pen along and smile and wave at us. You see, we're faith-filled dreamers!

Oh, yes, we know you'll say we'll never make it. None of us has much money, but we've decided we'll manage those four wonderful days on forty dollars each. We started out with plans for only one day in Washington at a cost of thirty dollars, but we hate to go so far without getting a glimpse inside of a few places. Just at present we know that the bus and driver for the entire time will cost \$397.30. The hotel accommodations run, we think, too high, at about \$3.50 with four to a room. We're hoping some millionaire will turn over his mansion to us for our stay; we'd be perfect guests and eternally grateful people. Our parents are planning on baking innumerable cookies and buying bushels of apples to fill in the corners of the bus so that we won't starve if our money gives out. We've decided to take lunches for the first two meals, and then spend no more than two dollars a day from that time on. Of course, the boys say they could live on hot dogs and pop for half that amount, but our adult consultants treat that suggestion coolly.

The problem of forty dollars for everyone is more troublesome with us than with the average group. A few of us could ask our parents for twice that amount for such a trip and receive it without hesitation. More of the members are faced with the realization that brothers and sisters or widowed mothers cannot spare even that much. No one in the class wants to go unless everyone can have as much as his friend.

We're solving the money question slowly. Among other suggestions was the one that putting aside a little every day will foster habits of saving. One girl volunteered to do the collecting and accounting daily for our ten cent pieces. When we have an extra dollar or fifty cent piece, she adds it to our daily contribution. Some of us are getting a little behind, but knowing we've made a beginning helps. Card parties, afterschool shows, movies, baby-sitting, shoveling snow,

bake sales, and selling Christmas cards are projects started or under consideration, but remember—we're still carrying an extra load of work in four subjects which cannot be neglected. We'll find a way!

We know we can accomplish the impossible because we did it last year. Our English teacher, who incidentally is the idea producer in this Washington trek, decided she would like us to spend a day in Buffalo last year. She had talked historical building, science building, reference library, and art gallery to us long enough. Only seven of us had ever been even to one of these fine buildings although they were only twenty miles away.

So, enthusiastically supported by our principal, and despite prejudices against extended field trips, loss of teacher time, and expense, we conquered. We chartered a bus, arranged for guided tours through the buildings, ate our lunches in the bus to save time, and came back full of ideas for all four of our subjects. That one day stands out in all of our minds as the greatest educational experience of ten years of school. We saw nothing thoroughly, but the kaleidoscope of impressions has whetted our appetites for going back alone or in smaller groups, for knowing and seeing more.

In English class we admitted our dire ignorance of art. We spent two days in our own fine school library while we did a planned research on the history of art through the ages. To the lover of art such a rapid survey would sound ridiculous, but the thirty of us dug up an amazing amount of information and illustrative material to present to the group. We had a fine lesson on how to deliver a lecture and use materials effectively—and no one had time or inclination to remember that he was just a ninth grader giving an "oral topic."

The Grosvenor Reference Library added dignity to the research we ourselves have to do so frequently. We saw more card index files than we had dreamed existed, we gazed openmouthed at an Audubon elephant edi-

tion, we tried looking up our genealogy, and we listened to a few records from the record library. Most important of all, we saw adults buried in their research, seeking for knowledge with singleness of purpose. We realized for the first time that the quest for knowledge, true knowledge, comes from within—not from a teacher's assignment.

Our trip to Washington will surpass this one day a thousandfold. Already we're inquiring of our four teachers what to look for that will be related to each subject. Social studies will be lived every mile of the way; science and math will find their application. In English, though, we will live the experience. We've already had discussions of problems and plans; we've learned that each of us has ideas. No longer do a few of us monopolize the conversations; we listen to learn from all.

Just now we're studying poetry. Each of us is responsible for teaching a different phase to the class. We're tape-recording one of the lessons to use in another class. We're covering Untermeyer's *Yesterday and Today* plus reviewing the meanings and application of thirty poetic terms and writing one original poem to make a collection for a book to be kept with the one we wrote last year. We're covering the required work with a few extras, and as a final fling, we're turning the library upside down to see what has been written in verse about the states, people, or places we'll touch on our Washington trip.

We're having a try at reading great

speeches, including the "Gettysburg Address." We're writing letters to get prices and information. We've already written compositions in imitation of "Life in These United States" and two of the best ones have been sent to the *Reader's Digest* in the meek hope that someone will earn one hundred dollars for *that trip*. The teacher is sending in one too, with the understanding that if some miracle should allow hers to be chosen she would turn half of the money into the class kitty.

An etiquette book is part of the regular course of study. We're reading the parts about hotels and restaurants with singleness of purpose—Washington. While we are there, we want to be a credit to our school and our city.

The simplified autobiographies that we write to unify our study of paragraphs in tenth year will have glowing sections about our trip. Our literature—Shakespeare, biographies, short stories, novels studied in class, and the supplementary books we read—will gain a Washingtonian flavor. Come to think of it, the twenty-eight of us (did we mention that two of the original group had to move away, and that we don't want any newcomers to take their places?) will probably be unique among students or teachers anywhere in our knowledge of how literature in American schools—and other phases of the study of English—is related to our national capital?

Who knows how far this four-day expedition may take some or all of us?



**Upgrading of Education.** Whatever the means developed, it is urgent that schools challenge abilities, especially upper-level abilities, to the fullest. Every factor in the manpower situation attests to this fact. Upgrading of the labor force and upgrading of civic behavior in America rest upon an upgrading of education. While this upgrading must touch the full range of human abilities, it is particularly urgent for the upper-abilities groups. This is the major implication for education of today's manpower situation in the United States.—HOWARD E. WILSON in the *School Review*.

## Reappraising Secondary Education in Holland

By ALBERT G. VAN WICHEN  
Amsterdam, Netherlands

As an exchange teacher from the Netherlands, working in America during the past school year, I read with interest the article by Dean Lobaugh on Dutch secondary schools, in your November, 1956, issue. He has obviously taken full advantage of his opportunity to study the Dutch educational system and I agree with many of his views, but from my long teaching experience in Holland I should say that some of his criticisms and statements do not apply to the majority of schools under discussion.

For instance, I take issue with his generalization about "cribbing." I have found little difference between my American and my Dutch pupils in their propensity and attitude toward this, taking into consideration the additional temptations and opportunities provided by the old "double" desks found in Dutch schools. I have also discussed this point with several Americans and all have laughingly admitted that they too were guilty in their school days!

Another generalization is Mr. Lobaugh's statement that discipline problems are prevalent. As in America, discipline depends to a great extent on the ability and personality of the individual teacher. I have found that the American principle of equal education for all, though admirable in many ways, makes for more disciplinary problems owing to "square pegs in round holes." Perhaps Mr. Lobaugh would be interested in the comment of another American exchange teacher who wrote in his school paper, "Discipline is no problem in Holland. The headmaster handles it all. Unlike our students who are rude, insolent, and discourteous to the teachers, the Dutch students would not think of such conduct." (Not that I entirely endorse this opinion either!)

This brings me to the "boisterousness" of Dutch students when left unattended. My experience is that, in any country, when the cat is away the mice will play!

As to the Dutch system of "selection" at the age of eleven or twelve, it may be true that comparatively few students from "academically inferior" schools move to a higher level, but this only goes to prove that the selection was right in the first place for the greater percentage, and for the slight minority who "blossom forth" later, the opportunity is always there. I have known quite a number of pupils who eventually reached the university after having been transferred from schools which do not specifically prepare for universities. It would be interesting to follow up the records of American pupils who show low grading at the age of twelve and see how many of them ever get to the university.

With regard to the continuance of pupils at the higher secondary schools (Hogere Burgerscholen, Gymnasiums, and Lyceums), I am surprised at the statement that this is based, among other things, upon "the grace of the teachers." Does this mean that Mr. Lobaugh saw favoritism in such an important decision? I have never seen or heard of this.

Another observation which is apt to be misleading is that "less than 10 per cent of Dutch children ever get into a secondary school." Statistics may show that only this percentage attends schools which prepare for the universities, but, at the M.U.L.O. (more advanced elementary education) school at which I teach in Amsterdam—the curriculum consists of Dutch, French, German, English, geography, history, mathematics (or commercial arithmetic and book-keeping), physics, biology, art, singing, and physical education. When these schools are compared, both as regards scope and standards, with the American high schools, they can, even though they may not bear the name, surely be rated as "secondary" too—the higher secondary schools, such as the H.B.S., being equivalent to the American high school plus two years of junior college. The "excellent" technical (vocational) schools also provide a high standard of education. Perhaps readers will agree, therefore, that Mr. Lobaugh's comment that the Dutch secondary schools "bear many resemblances to our own high schools in the selective days of fifty years ago" should not be read as meaning that the Dutch educational system is fifty years behind the American! Incidentally, latest figures show that not 30 but 42.9 per cent of fifteen year olds attend a full-time school.

A final point which has not been stressed sufficiently is the effect of the required learning of three foreign languages by Dutch students. In my opinion this is more responsible for the differences between the American and the Dutch school systems and the development of the pupils than anything else. How much easier our Dutch curriculum would be if only one language were sufficient! Then there would be time for independent thinking and research and there would be more opportunity to stimulate the pupils' intellectual curiosity, which does not get much chance now when the many extra hours of homework are also taken into consideration. The latter also accounts partly for the fact that the Dutch student cannot indulge as much in social activities as his American counterpart, sad though it is!

I certainly appreciated Mr. Lobaugh's article, but I felt that a reply had to be made in fairness to the Dutch school system.



## Book Reviews

FORREST IRWIN, *Book Review Editor*

*Your Adolescent at Home and in School* by LAWRENCE K. FRANK and MARY FRANK. New York: Viking Press, Inc., 1956. 336 pages, \$3.95.

This latest book by the Franks was written for "parents, teachers, and others concerned with adolescent boys and girls." It is a comprehensive treatment of the adolescent period, organized so as to be of maximum value to the individual who deals daily with youngsters of this age group. The book brings together information about adolescents from various disciplines as well as from observations and personal experience. The authors have long been successful as writers in the field of psychology as well as making contributions in such areas as the child, adolescence, emotions, and so on.

The first two-thirds of the book follows the conventional biosocial approach and should be most helpful to parents and particularly so to teachers, since it avoids the weakness of texts in this area. The reader is given an organized picture of a living-breathing adolescent (complete with problems) and suggestions as to how to understand and deal with him, and not just another poorly organized rehash of the research in the field. The first four chapters are concerned with the developmental "Steps and Stages" of the preadolescent and adolescent years, noting both the physiological and psychological phenomena and the behavior patterns which characteristically manifest themselves during these periods. In the middle chapters of the book, the authors discuss the over-all cultural pressures and patterns with which the adolescent must come to terms. The later chapters of the book will be of interest to teachers but more so to parents, since they frequently have some difficulty in understanding an educational program which is geared to the total growth and developmental needs of the adolescent. For this group the Franks give an over-all view of the educational problem posed by the adolescent and propose a curriculum geared to his needs. The style of the book is easy and the manner of presentation, while straightforward, will be acceptable to most people. As mentioned earlier, the scope of the book is adequate in that it alerts the reader to the pertinent problems which must be dealt with at this time.

The Franks have apparently scored again. They have produced a book which will certainly be a boon to parents of reasonable sophistication. Perhaps of equal or more importance, college students

who plan a life of teaching will doubtless find such a presentation as this far more comprehensible than most of the present texts in this area. This book gives convincing evidence that psychology is reacting positively to its enlarging role in the community and is producing authentic and relevant books such as this to help the public again take its proper place in the scheme of things.

M. JUDSON WHITE, JR.

*The Three R's Plus* edited by ROBERT H. BECK. Minneapolis: University of Minnesota Press, 1956. 392 pages, \$5.00.

Educational leaders are taking increasing cognizance of the mounting criticism being directed at the public schools and their instructional programs. Special interest groups are undoubtedly responsible for a number of the attacks. Much of the criticism is, however, a reflection of the growing concern of American citizens for their schools. While some of the censure is probably justified, part of the fault-finding results from misconceptions and a lack of reliable information. Despite the recognized and imperative need for effective communication between professional educators and lay citizens, not enough is being done to establish a common ground of understanding. Too often, excellent materials produced by educators appear only in professional publications and are read primarily by other educators.

*The Three R's Plus*, written in nontechnical terms and oriented toward the general public, is an outstanding effort to establish effective communication. It is a collection of essays on American education systematically organized by editor Robert H. Beck to present a detailed overview of the current educational scene. By offering a picture in concrete terms of what is happening in the schools as well as a meaningful and objective explanation of why and how it is happening, the essayists do much to eliminate the confusions and emotionalism which have come to surround educational issues. Throughout the book, there is implied a faith in the educational processes and in the ability of the public to make wise decisions based on accurate data.

The essays are divided into three parts. The first of these deals with evolving concepts of education and the history of their emergence. Out of these concepts grow the principles which guide current practices. The second section treats the application

of these principles to various subject areas, programs, and services offered in the schools. Educational practices in some twenty areas, running the gamut of the component parts of modern school programs, are described and rationalized. The final section is devoted to a philosophical look at such controversial issues as religious education and the support of educational endeavor.

Because educators are specializing with accelerated frequency, it becomes increasingly essential that they achieve and retain a comprehensive understanding of the total instructional program. Toward this end, *The Three R's Plus* would be an especially useful resource for introductory or summary courses in teacher-training programs.

LOU KLEINMAN

*Improving Competence in Educational Administration* by ORIN B. GRAFF and CALVIN M. STREET. New York: Harper and Brothers, 1956. 301 pages, \$4.00.

In the introduction to the book, the statement is made that "the character of this book is distinctive. It represents something new and different in the field of educational administration." The statement could very easily have been that the character of this book is controversial. A further comment states that "the general nature of the book consists of a theoretical construct or general hypothesis involving an integration of the elements considered essential for competent behavior in the field of educational administration."

An attempt will be made here to explain briefly, largely in the words of the authors, the "competency pattern" which is developed as the ideal for people who are interested in educational administration. "Competence is patterned behavior—a pattern of general action which tends by and large to repeat itself as similar situations arise." The criteria of the "competency pattern" are comprehensiveness, consistency, and workability and the elements are job analysis to reveal the critical tasks, know-how, and theory. "Competence results when the job tasks, the appropriate know-how, and the appropriate theory understandings are present, are purposefully engaged, and are interacting to pro-

duce the best possible behavior commensurate with the quality of the applied elements."

"Competence is a function of observable behavior. Predictions of future behavior must be based upon data gathered from past actions." Competent behavior must reflect a person's beliefs. "Thence, from observing what he does, and from hearing the reasons he gives for doing it, one can infer quite clearly the beliefs which govern his actions."

"The entire idea of competence is based upon the acceptance of intelligent action as the desirable kind of action." "Thus unthinking kinds of behavior based on authority, the 'accepted' way, 'social custom' or behavior patterns which reject the problem solving method are ruled out."

The authors do a superlative job of enumerating the tasks of educational administration and of describing the desired know-how.

As a final word, I should like to quote the authors as follows: "Obviously, no individual concerned with developing personal or group competence is required to accept the assumptions herein listed. They are the best efforts of the present writers but do not reflect complete agreement with everyone who has considered this topic. However, although people concerned with competence are not by any force (other than logic) required to accept these current assumptions, they are under compulsion to develop their own assumptions which are consistent and which may or may not be in agreement with those used here."

BYRON W. HANSFORD

*Inside the Atom* by ISAAC ASIMOV. New York: Abelard-Schuman, Inc., 1956. 176 pages, \$2.75.

This book, as the title would imply, deals with the microcosmic universe that lies within the borders of the unseen and unseeable atom. It carries the reader along the trail of discovery in much the same order that it was blazed by the penetrating minds who early suspected that the atom must possess a complex internal structure, and by those who have since brought to bear upon it all the batteries of science in their struggle to unveil its well-guarded secrets.

As the story progresses, there unfolds before the reader, stage by stage, in an orderly and connected sequence the nature of the various subatomic units and how they function in the total structure. Every stage is illuminated by ingenious yet simple analogies and diagrams and comparisons with commonplace things, faithfully conveying understanding without sacrificing the profundity of the basic truths. After traveling this journey, the reader finds himself familiarly at home with electrons, protons, neutrons, positrons, mesons, deuterons, alpha and beta

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particles, and all the other concepts that the great minds and machines of science have brought to light. He sees how this structure embodies, at the same time, both the substance and the energy that give the atom its phenomenal and frightening potential.

In short, this lucid book through its simple, direct, and analytical style exemplifies the art of good teaching. The liberally educated lay reader, the senior-high-school science student, and perhaps even the most apt junior-high pupils would find it an illuminating journey from which they could emerge with an alerted cultural grasp of our atomic age.

The book ends on this sober note, "If only we can learn to use wisely the knowledge we already have. . . ."

GUY V. BRUCE

*Points for Decision* by HAROLD J. MAHONEY and T. L. ENGLE. New York: World Book Co., 1957. 566 pages, \$4.08.

*Points for Decision* is a welcome contribution to high-school literature. Honest and understandable treatment is accorded those problem areas that are the preoccupations of youth. The work is an integrative expression of psychology and guidance when applied to focal problems.

An outstanding professional strength of this Mahoney and Engle effort is its decidedly positive approach. It deliberately places emphasis upon the usual or average pupil rather than the deviate. By implication it makes the point that having problems is not necessarily a peculiar state of affairs since all of us do have problems which must be faced from time to time. This fact is most reassuring to the adolescent. He comes to understand that he need not be peculiar to have problems. In his maturing, he comes to an inevitable realization that problems in various sizes, shapes, and intensity are with us always. Yet, with this realization comes a new strength—the courage and belief in himself to cope with problems as they come.

From these preceding remarks, it may readily be surmised that this reviewer feels that *Points for Decision* makes an undeniable contribution in helping the pupil—on his own maturity level—to think through his own practical philosophy in order to deal with problems confronting him both as an individual and as a member of a group. Without preachment, *Points for Decision* reasserts that character building is an explicit responsibility of the schools.

*Points for Decision* should be read by every high-school pupil in America.

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*The Student Teacher in Action* by SAMUEL P. WIGGINS. Boston: Allyn and Bacon, Inc., 1957. 217 pages, \$2.95.

At the heart of any teacher-education program is the series of laboratory experiences designed to induct the student teacher gradually into the responsibilities of teaching. *The Student Teacher in Action* is a book that probes deeply into the problems which make the culmination of these experiences—the period of student teaching—both challenging and frustrating to the beginner.

The author's keen insight into these problems comes to bear on two major facets of student teaching—the people and the situation. Assuming that a central aspect of any learning process is "value clarification" on the part of the learner, one finds happily here a conspicuous stress on the development of "self" concepts which are necessary for successful student teaching. Regarding the situation the author properly links the significance of sound motivation to the area of "discipline" that concerns most beginning teachers.

Should a student teacher grasp the meaningful import of this book at the time he faces his first class, he could avoid many of the mistakes of the novice and at the same time might wring from the experience greater satisfactions and enhanced values. In this respect the book lends itself excellently as text reading in the type of extramural program where the student spends a short period on the campus before taking up full-time teaching in an off-campus situation.

VICTOR B. LAWHEAD

*Spotlight on New Jersey Guidance—Yearbook No. 1* by NEW JERSEY PERSONNEL AND GUIDANCE ASSOCIATION. Rutherford, N.J.: Fairleigh Dickinson University Press, 1957. 126 pages, \$2.00.

This first yearbook of the New Jersey Personnel and Guidance Association is the first book of its kind in the field of guidance and the first yearbook published by any branch of the American Personnel and Guidance Association. It reports the growth, progress, and development of guidance in the state of New Jersey, depicting principles, practices, and trends in various facets of the guidance movement.

What is reflected in this yearbook is typical of guidance in other states and in the nation as it presents the natural development of programs and projects over the past thirty years. Some basic concepts that serve as a common denominator for all good guidance programs in all kinds of communities are presented by national authorities, such as Frank Sievers, Robert Hoppock, and Donald Super.

*Spotlight on New Jersey Guidance* has value as a source book and practical guide for personnel services, for teachers and administrators, as well as for professional guidance workers. It can serve as a useful tool for in-service training and for those who wish to learn about ways in which guidance principles actually function in existing situations. Reporting on guidance in New Jersey is a report of guidance growth and development throughout the nation.

CARRIE R. LOSI

*Desert Drama: Tales of Strange Plants and Animals* by IONA S. HISER. New York: Abelard-Schuman, Inc., 1956. 159 pages, \$3.00.

The grandeur of Arizona's scenery and the charm of its past have served to inspire a number of authors. In *Desert Drama* author Hiser has written in an unusually interesting manner of the plants and animals that inhabit this interesting environment, thereby adding to the reader's information as well as describing the beauty of a truly romantic land. In approaching the task of presenting factual material, Mrs. Hiser has adopted a casual style familiar to many good elementary school teachers. Her choice of words is commendable, making the descriptions of the night-blooming cereus, the saguaros, and the organ-pipe cactus both vivid and colorful. By relating the experiences she and her sons have had in the desert, she has captured a sense of authenticity and nearness that should appeal to the elementary school boy or girl.

For the person who has spent some time in the Tucson area, particularly in Sabino Canyon, there is realistic appeal in the author's description of the ever impending flash flood and the picnicker's encounter with the deadly Gila monster. Only a housewife experienced in jousting with the dust devils, the capricious little whirlwinds, can truly appreciate the description of these annoying little weather freaks. Not the least useful portions of this book are the many pictures that make available to the little-traveled youngster a better understanding of our southwestern plants and animals. Along with the pictures the author has provided pronunciation helps and a conversational style that appeals to intermediate and upper grade children.

W. W. WYATT

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*The Teacher as a Guidance Worker* by IRA J. GORDON. New York: Harper and Brothers, 1956. 350 pages, \$4.50.

The value of this book is suggested by the subtitle, "Human Development Concepts and Their Application in the Classroom." It is not a manual of practice but a discussion of basic principles and concepts essential for good practice. Once the definition of guidance presented in the early part of the chapter, once the purpose of the book and the point of view of the author have been accepted, the reader will find it most helpful and valuable, and of more than usual interest. The emphasis is on the curriculum and the teacher in their relation to guidance as defined. Three chapters in particular should be of interest since in many books of guidance they are inadequately discussed: "Contributions of Peers to Self Development," "The Teacher as a Group Worker," and "The Teacher as an Action Researcher." The bibliographies are excellent.

However, the book should be regarded as the beginning of the study of the problems outlined and not as the end of that study. Understanding of the concepts developed and ability in applying to practice the principles outlined will require more than the reading of a book, however well done that book is. There is suggested the need, if not for supervised training and experience, for self-imposed training and discipline and the continuous examination and evaluation of one's procedures and practices in terms of these principles.

REX B. CUNLIFFE

### Who's Who Among Our Reviewers

Dr. Atkins is associate professor of education at Rutgers University.

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Dr. Lawhead is associate professor of education, Ball State Teachers College, Muncie, Indiana.

Miss Losi is director of the department of secondary school guidance, Newark Board of Education, and president of the New Jersey Personnel and Guidance Association.

Dr. White is associate professor of psychology, East Carolina College, Greenville, North Carolina.

Dr. Wyatt is professor of science education at the University of Tennessee.

### Books Received

*Algebra, Book Two* (rev. ed.) by A. M. WELCHONS, W. R. KRICKENBERGER, and HELEN R. PEARSON. Boston: Ginn and Co., 1957. 582 pages, \$3.68.

*Algebra: Its Big Ideas and Basic Skills, Books One and Two* (2d ed.) by DAYMOND J. AIKEN, KENNETH B. HENDERSON, and ROBERT E. PINGRY. New York: McGraw-Hill Book Co., Inc., 1957. 434 pages each; \$3.28 each.

*Beyond the Mountains* by RUTH HEPBURN PROTHEROE. New York: Abelard-Schuman, Inc., 1957. 240 pages, \$3.50.

*Boy's Book of Frogs, Toads and Salamanders* by PERCY A. MORRIS. New York: Ronald Press Co., 1957. 240 pages, \$4.00.

*Boys Will Be Men* (3d ed.) by HELEN A. BURNHAM, EVELYN G. JONES, and HELEN D. REDFORD. Chicago: J. B. Lippincott Co., 1957. 477 pages, \$4.00.

*Building a Free Nation* (pupil's guidebook) by LORETTA E. KLEE and FRED B. PAINTER. New York: Charles Scribner's Sons, 1956. 160 pages, \$1.20.

*The Circus Train* by JOAN SELBY-LOWNDES. New York: Abelard-Schuman, Inc., 1957. 240 pages, \$3.00.

*A Collection of Cross-Number Puzzles* (teacher edition) by LOUIS GRANT BRANDES. Portland, Maine: J. Weston Walch, 1957. 226 pages, \$2.50.

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- Contemporary Metal Home Furnishings* by DONALD G. LUX and EDWARD R. TOWERS. Bloomington, Ill.: McKnight and McKnight Publishing Co., 1957. 185 pages, \$3.50.
- Conversations with Artists* by SELDEN RODMAN. New York: Devin-Adair Co., 1957. 234 pages, \$4.00.
- Developing Permanent Interest in Reading* compiled and edited by HELEN M. ROBINSON. Chicago, Illinois: University of Chicago Press, 1956. 224 pages, \$3.50.
- Developing Spelling Power* by KARLENE V. RUSSELL, HELEN A. MURPHY, and DONALD D. DURRELL. New York: World Book Co., 1957. 130 pages, plus work-sheets, \$2.10.
- The Earth, Our Home* by PATRICK MOORE. New York: Abelard-Schuman, Inc., 1957. 143 pages, \$2.50.
- Economics and You* by SOL HOLT and H. L. McCracken. New York: Charles Scribner's Sons, 1956. 550 pages, \$3.68.
- Educators Guide to Free Tapes, Scripts and Transcriptions* (3d ed.) compiled and edited by WALTER A. WITTICH and GERTIE HANSON HALSTED. Randolph, Wis.: Educators Progress Service, 1957. 184 pages, \$5.75.
- English Grammar and Composition* by JOHN E. WARRINER and FRANCIS GRIFFITH. New York: Harcourt, Brace and Co., 1957. 692 pages, \$2.92.
- Harbrace Vocabulary Workshop* by PAUL SCHWEITZER and DONALD W. LEE. New York: Harcourt, Brace and Co., 1957. 122 pages, plus 32-page test booklet, \$1.48.
- Health and Fitness* (3d ed.) by FLORENCE L. MEREDITH, LESLIE W. IRWIN, and WESLEY M. STATON. Boston: D. C. Heath and Co., 1957. 450 pages, \$4.20.
- How to Teach English in High School and College* by PHILIP M. MARSH. New York: Bookman Associates, 1956. 172 pages, \$3.00.
- The Importance of People* by RUTH CUNNINGHAM. New York: Bureau of Publications, Teachers College, Columbia University, 1957. 39 pages, \$1.00.
- Improving Reading Instruction* by DONALD D. DURRELL. New York: World Book Co., 1956. 402 pages, \$4.25.
- Living Your English, Grades Seven and Eight*, by ROBERT G. COLTON, GRACE M. DAVIS, and EVELYN A. HANSHAW. Boston: D. C. Heath and Co., 1957. 200 pages each, plus diagnostic tests; \$1.28 each.
- Mimesis* by ERICH AUERRACH. Garden City, N.Y.: Doubleday and Co., Inc., Anchor Books, 1957. 498 pages, \$1.45.
- Oilfield Boy* by MERRITT MAUZEY. New York: Abelard-Schuman, Inc., 1957. 80 pages, \$2.75.
- Our Hormones and How They Work* by SARAH R. RIEDMAN. New York: Abelard-Schuman, Inc., 1956. 168 pages, \$2.50.
- Philosophic-Mindedness in Educational Administration* (Monograph No. 5 in the School-Community Development Study series) by PHILIP G. SMITH. Columbus, Ohio: College of Education, Ohio State University, 1956. 129 pages, \$2.00.
- See What You Say* (2d ed.) by BRUCE ALLYN FINDLAY and ESTHER BLAIR FINDLAY. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1957. 417 pages, \$2.96.
- Solid Geometry* by ROLLAND R. SMITH and JAMES F. ULRICH. New York: World Book Co., 1957. 266 pages, \$2.88.
- Teen-Age Tales, Book Three* by RUTH STRANG and REGINA HEAVY. Boston: D. C. Heath and Co., 1956. 248 pages, \$2.20.
- Teen-Age Tales, Book Four* by RALPH ROBERTS and WALTER BARRE. Boston: D. C. Heath and Co., 1957. 248 pages, \$2.40.
- Teen-Age Tales, Book Five* by REGINA HEAVY and HARRIET L. STEWART. Boston: D. C. Heath and Co., 1957. 248 pages, \$2.40.
- Why Teach?* edited by D. LOUISE SHARP. New York: Henry Holt and Co., 1957. 240 pages, \$4.00.
- The Wild Jackasses: the American Farmer in Revolt* by DALE KRAMER. New York: Hastings House, 1956. 260 pages, \$4.50.
- Wings Over the Congo* by FRANCES NORENE AHL. Boston: Christopher Publishing House, 1956. 208 pages, \$3.00.
- PUBLISHED BY DELL BOOKS, 261 Fifth Ave., New York 16, N.Y.
- FOUR PLAYS BY GEORGE BERNARD SHAW, 1957. 416 pages, 50 cents.
- Great English Short Stories* edited by CHRISTOPHER ISHERWOOD, 1957. 416 pages, 50 cents.
- Life of Christ* by GIOVANNI PAPINI, 1957. 511 pages, 50 cents.
- PUBLISHED BY THE NEW AMERICAN LIBRARY OF WORLD LITERATURE, INC., 501 MADISON AVENUE, NEW YORK 22, N.Y.
- The Anvil of Civilization* by LEONARD COTTRELL, 1957. 272 pages, 50 cents.
- Eight Great Tragedies*, edited by SYLVAN BARNET, MORTON BERMAN, and WILLIAM BURTO, 1957. 448 pages, 50 cents.
- Electronics for Everyone* (rev. ed.) by MONROE UPTON, 1957. 304 pages, 50 cents.
- The Eloquence of Winston Churchill* edited by F. B. CZARNOMSKI, 1957. 192 pages, 35 cents.
- The Nature of the Non-Western World* by VERA MICHELES DEAN, 1957. 284 pages, 50 cents.
- New World Writing No. 11*, 1957. 288 pages, 50 cents.
- Realm of the Incas* by VICTOR W. VON HAGEN, 1957. 231 pages, 50 cents.
- The Silver Treasury of Light Verse* edited by OSCAR WILLIAMS, 1957. 416 pages, 50 cents.

# The Humanities Today

Associate Editors: HENRY B. MALONEY and MYLES M. PLATT

## TV & NEWER MEDIA

### *The Teacher as TV Critic*

Joe Mass-man, the archetype of the lower middle-brow who watches TV in underwear and suspenders while gulping beer from jumbo-sized bottles, will not be disappointed with the fall TV menu. His old favorites, the relaxing, innocuous, inoffensive programs which are as warming to him as his morning oatmeal, will be back, along with countless cheaper imitations. One can safely bet that Joe and his legions of friends will see to it that these programs again rise to the top of the ratings.

But even though TV will dispense enough pap to keep Joe in his unthinking haze so that his reflexes will react in terms of oft-repeated brand names rather than in terms of ideas, the medium will continue to present a smattering of idea-filled programs for those who find pursuit of such things interesting.

During the last school year this column endeavored to furnish a study guide each month of a forthcoming TV program which seemed worthy of extensive discussion in the classroom. This writer discovered, in attempting to evaluate some of these programs in advance, that the pre-evaluation of TV plays is as hazardous a pursuit as the pre-evaluation of race horses. For example, *Born Yesterday* ("Hall of Fame"), which looked good on paper because of fine showings in the legitimate and motion picture theaters, kicked up a little turf which somewhat soiled the living room rug. Furthermore, Mary Martin went to the whip, whereas Judy Holliday had ridden into the winner's circle through an adroit use of the spur. Conversely, the Royal Ballet's production of *Cinderella* seemed destined to be left at the post when one looked at the company's past performance chart on TV: a rather sickly *Sleeping Beauty*. *Cinderella* showed a fast early foot and galloped delightfully across the screen, defeating among others a musical nag of the same name. *Cinderella* was a ballet staged to meet the peculiar demands of the medium, instead of a mere pictorial record of a stage performance as was *Sleeping Beauty*.

It is necessary that the teacher himself function as a critic of TV programs for two reasons (and I believe that the English teacher espe-

cially should try to develop standards of taste in all areas of the communication arts). The first has already been cited—the impossibility of prejudging these programs. The second point is the difficulty of getting a competent professional review the next day when the program is still fresh in the minds of the students. Local newspaper reviewers tend to write for Joe Mass-man and his friends, occasionally recording that the tints in their color TV sets were real pretty. John Crosby is a reliable critic, but he often fails to review individual shows in his syndicated column. Jack Gould of the *New York Times*, and Robert Louis Shayon and Gilbert Selde of the *Saturday Review* are highly competent critics, but their reviews have lost some of their timeliness when they reach the hinterlands. The burden rests with the teacher.

By watching the good TV dramas and a few shoddy ones, a teacher can hone up his own discriminating faculty and develop critical acumen. For classroom discussion most TV dramas can be analyzed sufficiently in terms of story line; characters, including casting and acting; and background (i.e., camera work, sets, music). Above all, the teacher should not tell the students that the program is going to be "good" unless it is a kind of one he has already seen. Some of those promising horses look pretty scrawny when they get out on the race track.

This fall the channels will be flooded with mass appeal programs—"whodunits," fairy tales, and "adult" westerns. In the latter genre, instead of saying simply, "He went thataway," the old ranch hand says, "He went thataway and he looked like a manic depressive," or "He went thataway and there was something Freudian about the way he rode off." Such adult snippets of dialogue are calculated to bring mommy and daddy into the viewing circle when the cavalry charges over the hill into the final commercial. Similarly, plans are being made for musical versions of *Aladdin*, *Pinocchio*, *Rip Van Winkle*, *Gulliver's Travels*, *Puss in Boots*, *Rumpelstiltskin*, and *The Pied Piper*, the latter to star either Perry Como or Van Johnson. By putting an attractive star in a fairy tale format and throwing in a few sophisticated songs, the networks hope to capture the viewing eye of Joe Mass-man, as well as his boy and girl children, who range in age from eighteen months to

thirty-six years. An even more clever gimmick for attracting a mass audience is the idea of having Shirley Temple introduce fairy tales. With nostalgic thoughts of *Little Miss Marker* and *Rebecca of Sunnybrook Farm* dancing in his head, the adult will sit with childlike reverence as Fred Coe's fairy tale productions are reeled off. Network sociologists are certain to make the observation sometime this fall that such programs are uniting family groups and lowering the divorce rate.

The teacher can find detailed listings of programs in advance by consulting *TV Guide* or the "Listenables and Lookables" section of *Scholastic* magazines. Each of these sources gives weekly information about major programs. Of special interest to teachers will be the listings for the two Sunday afternoon cultural programs, "Omnibus" (alternate Sundays, N.B.C.-TV, 4:00-5:30 P.M.) and "The Seven Lively Arts" (C.B.S.-TV, 5:00-6:00 P.M.).

Each month *The Clearing House* will present study guides for one or two noteworthy programs. We shall try to give you the past performance chart so that you can decide whether to take up a particular program in class. As a beginning, ask your class to look in on "Crescendo" (September 29, 9:30-11:00 P.M., C.B.S.-TV), a story of American music. It will be produced by imaginative, young Paul Gregory. It has the substantial financial backing of the Du Pont Company. Several top musical comedy stars are being sought for parts. It looks very promising on paper. But you, the teacher, must determine on the morning of September 30 whether it was successful or not.

H.B.M.

### *TV, an Ally?*

From regarding the home television set as an upstart competitor to be slapped down, teachers have come to suspect that TV may become their ally. Their slogan is not exactly "If you can't lick it, join it," but rather "If you can't lick it, use it." The path to a harmonious partnership of commercial television and the school in opening wider horizons to John and Susie is not, however, rose-strewn. Obstacles obtrude. John's mother and father, brother and sister may prefer trash. So may John. Stations may provide it copiously. Yet the potential of television as the teacher's best friend is very real. The problem is how to reduce the obstacles.

Futilely passing the blame from school to home, home to broadcaster, and broadcaster back to the school accomplishes nothing, though it is often tried. But linking the school with

an outside agency (since some of the difficulties are outside the school) might break the blame-passing run-around and remove some obstacles.

A plan for removing obstacles has been proposed by the American Council for Better Broadcasts, a national co-ordinating organization made up of large national, state, and local groups and individuals.

The plan is simple. It proposes in each community a Community Evaluation Committee, made up of people of eminent good taste, people representative of the constructive groups in the community. This committee will monitor and select a short list of recommendable programs. Committee members will take this list to their groups and get the members to monitor the selections and give their reactions; committee and organizations will then promote the programs thus approved.

In this plan the schools have a part. They will help John to detect the phony and admire the good on his home set, thus carrying out the main function of education—to prepare children to make wise choices, now and throughout their lives. As children up to high-school age spend as much time during a year with television and radio as they spend in the schoolroom, they need to choose wisely.

This teaching of evaluation is not to be confused with teaching subject matter (geography, history, and so on) by means of radio-TV. Teaching evaluation has to do with developing the ability to detect the good and the poor qualities of radio-TV programs.

With children and parents discussing the qualities of the better programs, all three obstacles already mentioned (1. individual, 2. family, and 3. broadcaster suspicion of good programs) will gradually be cleared away. For the broadcaster will want his programs to be popular in his community. Details of this plan for community action, called Operation Cooperation, may be obtained from the American Council for Better Broadcasts, 423 N. Pinckney, Madison, Wisconsin. The plan is simple and gets at the roots of the difficulty.

Another ACBB activity which helps people to develop discrimination and at the same time express their opinions is the annual Look-Listen Project—an opinion poll which, unlike most commercial polls, really registers opinions. People are asked to rate eight network programs and tell why they rated the programs as they did. The thoughtfulness needed to tell "why" sharpens the faculties of judgment, and the results enlighten sponsors and broadcasters, for the report is sent to sponsors, networks, the

Federal Communications Commission which licenses stations, and appropriate Congressional committees.

High-school students who have had some training in evaluation are invited to take part in it. Teachers report that the national character of the poll is an incentive to thoughtful appraisal on the part of students. The monitoring is done during any short period from November 1 to January 31.

Fortunately more and more teachers feel an obligation to help students to evaluate programs, and agree with Gordon C. Boardman of the Wisconsin Department of Public Instruction, who says: "The schools have a twofold responsibility: (1) To develop units in radio and television program discrimination, and (2) to help organize community groups to work on improving the quality of television and radio programs."

ACBB publishes, five times a year (October 1 to April 1), the ACBB *Newsletter*, which summarizes trends in broadcasting and supplies short lists of current books and articles about radio and television. This, together with the new series of articles in *Scholastic* classroom magazines on "How to Judge TV and Radio Shows," should help much to supply the teacher with background and suggestions for teaching evaluation.

With school and community working together, nationwide, television may become the teacher's ally sooner than you think.

LESLIE SPENCE

Dr. Spence, the guiding spirit behind ACBB, knows whereof she speaks—she is working for the goals of critical patronage from her busy retirement from an active career as an English teacher. Patrick D. Hazard is the treasurer of this national organization. He urges individuals to send \$1.00; groups to send a fee from \$1.00 up, depending on size.

## POEMS FOR TEACHING

The student can leaf through almost any serious magazine on the newsstands today and find examples of what makes poetry. He will not always find poetry itself, however. A disappointing amount of diluted fare passes for vigorous poetry in the better mass-circulation magazines. The assumption upon which this poetry section of *The Clearing House* is based is that magazines, as a contemporary mass medium, offer our general culture a serving of important creative literature. Within the pages of our "intellectual"

slicks, the nine-to-fiver can find good poetry along with jokes, recipes, reviews, and the "arty" efforts of the Madison Avenue brain truster (who buys the slicks to find his poetry, jokes, recipes, etc.).

Unfortunately, this assumption is not a completely true one. For instance, I went through spring issues of the *New Yorker*, *Nation*, *Harper's*, *Atlantic*, and *Saturday Review* (which had a lead article on March 30 by John Ciardi on "The Morality of Poetry") without finding any one poem which I would unhesitatingly use for the purposes of this column. When the teacher wants to find fresh, unanthologized poems to give his students in order to reaffirm poetry as a continuing cultural tradition, he must still turn to the "little" magazines and the quarterlies. And any teacher worth his ration of blackboard dust knows that the language of the quarterlies will not make a meaningful reflection of cultural experience for most of his students.

The March issue of *Harper's*, however, does furnish the teacher with an example of what poetry does with relationships. We all tell our students that one element of poetic expression is a demonstration of the relationship between disparate things. The striking metaphors thereby achieved shock or excite the reader into recognizing a new kind of truth, or a pattern whereby a kind of experience can be seen as whole. In "Ah How My Cat Benjamin" (*Harper's*, page 36), Pauline M. Leet makes this kind of relationship:

Ah how my cat Benjamin flies this midnight  
At the window glass, and droops his yellow  
length along the sill,  
Moaning for the cat-cobbled streets and  
slit-lit lamps  
Of his long half grown dreams. All shadows  
move  
Beyond the glass, and mysteries of noise and  
smells unravel  
Before dun sooted bodies hot hearted; stalk-  
ing still.

How I do desire in my glass room heavy  
at his shoulder  
To unglass us both, were not my powers  
less than his,  
And spin us darkly tumbling to reproach  
the dogs  
Amid stretching streets; and light green  
slant-eyed candles  
In every darkened door and lair to enmity  
or love,  
Till in a biding patient day, we lick real  
wounds in an open place.



Certainly this poem has serious shortcomings. However, it can be helpful to the teacher not as a poem but as an illumination of poetic method, of how the poet "sees." A cat at a midnight window and human isolation and artificiality are not commonly merged. It is precisely the unusual merger that makes the poem useful.

The shapes of reality exist beyond the windows of the self—"All shadows move/Beyond the glass." The mysteries of life unravel outside us. The cat, the animal element of living, would leap beyond the glassy artificialities and restraints in order to pounce fullbodied into deadly earnest love or hate. Though "stalking still," Benjamin is "hot hearted," following natural impulse rather than social prudence. Lit up like "slit-lit lamps" in the encompassing, shadowy broils of existence, the cat's eyes are "green slant-eyed candles" that lure other living beings to real encounter. Prowling toward the elemental, the "unglassed" cat can "see" in the mysterious life-shadows where the glassed-in human cannot ("were not my powers less than his"). Because people place delicate barriers between themselves and their basic life urges, they place barriers between each other. Hermetically sealed, their encounters are not deep or real, and people glass themselves off from life by not releasing the "cat" within them.

What the poet seems to call for, consequently, is a release from the delicacies of artificiality. (I say "seems" because the poem does not tell us enough to allow us to judge the nature of "glass.") With the brittle restraints gone, whatever they are, there will be the catlike leap of love to love, of hate to hate. Life will be more "real," more direct, and the wounds of love and hate will be the real wounds of real human emotions. Feeling will replace prudent safety, soul-to-soul encounter will replace isolation, and man will be free from the social clevernesses, the circumlocutions, the evasions, and the prudence that glass him in from the midnight streets of life. Man will "lick real wounds in an open place," in a society presumably liberated from artificial restrictions. Let's release the vital reality within us, the poem says; let's act as what we are. At that point, man will have reproached the dogs that hound him, and will act openly, unafraid of attack.

As poem, this sample of metaphor leaves much to be desired. The tension between midnight, catlike seclusion and open action is not resolved. When man "releases" himself, will the cat in him cease to be cat? Until the last line, all the images of the poem emphasize the dark,

slinking quality of the penned beast within. What then is the nature of the open place? A world devoid of all but a few champions, all the rest dead in the brutality of unrestricted contact? A utopia of communal love? Is the beast wholly desirable, the barrier wholly undesirable? The poem tells us the answer to the last two questions is "yes," but it offers us no way to know the answer: the first eleven lines do not work toward a unity with the twelfth. What we have is the ersatz resolution made by forced-dramatic, "poetic" language rather than by the true unity of a successful poem. This poem remains an opinion, not a truth, and therefore its restatement of the much used theme of isolation and the romantic yearning-to-be-free becomes trite.

We cannot know the nature of the "dogs" or the "noise and smells," because the poem does not give us enough language material to do so. Consequently we cannot know the nature of the "glass" or the "unglassing," of the restraint or the freedom, or of the validity of the poem's opinion. Finally, we cannot judge the nature of the life behind the glass or the life beyond it, which is precisely what the poem asks us to do.

The poem gives us only enough to make one metaphor about the "life" that the "cat" lives and the "life" that "man" lives, life behind the glass or life freed from it. Because these twelve lines concentrate on the novel relationship, they become a good teaching instrument for displaying the qualities of metaphor. Because they do only that, and because novelty, after all, is not enough, they are not a successful poem.

MILTON R. STERN  
University of Illinois

## TRANSCRIPTIONS

### *American Histor*

*American Heritage, America Speaks*, Vol. 2 (Folkways Records, FP 5006) presents basic documents from the American past ranging from Patrick Henry at Richmond to Everett Lincoln at Gettysburg, and including the Declaration, a passage from Paine's "The Crisis," the Bill of Rights, John Brown's defense before the Charlestown court, and speeches by Franklin, Washington, and Webster. Thus the volume is useful classroom documentation for the period from the Revolution through the Civil War.

David Kurlan's reading is a deliberate and sensitive attempt to reconstruct both the tone of the document and the idiom of the original speaker. His rendering is in the best sense an



interpretation. (This does not mean that the listener must always agree with the interpretation.) Students will quickly perceive the difference between Patrick Henry's impassioned utterances and the quiet certainty of the Declaration, will understand the unassuming power of the Gettysburg Address better for hearing it after the rounded, formal periods of Edward Everett, or can imagine John Brown's air of conviction as he talked, in an accent always just one step away from an old man's maundering, to his accusers. These are useful selections ably presented. The accompanying brochure, prepared by Charles Edward Smith, provides pertinent background information.

Beginning with an Eskimauan weather incantation, *O' Canada* (Folkways Records, FP 3001) provides a history in song of our neighbor to the north. Folkways has included its customary booklet containing the words to the ballads as well as pertinent historical data (this time prepared by Edith Fowke), while Alan Mills sings the songs in both of Canada's official languages.

The period of early exploration is represented by "Vive les Matelots!" ("Long Live the Sailors!"), a song popular with L'Ordre de Bon-Temps, a group formed by Champlain to keep up the colonists' spirits during that first long winter of 1604. Miss Fowke has included an account of L'Ordre from the pages of Francis Parkman.

After the explorer came the missionary. Father Jean de Brébeuf, an early Jesuit murdered at the stake by the Iroquois in 1649, wrote the first Canadian Christmas carol, and in it we hear of the baby Jesus wrapped in a rabbitskin robe while the three Wise Men become "the chiefs from far . . . with gifts of fox and beaver pelt." The songs of the French trapper (the *coureurs-de-bois*, famous in American history as the inciters of the Indians against the British) conclude the first section of the album.

Section Two, "The British Take Over," includes a ballad of the Acadians and an account of the fall of Quebec. The American Revolution is represented in the story of a Canadian youth who runs off to join *les Bostonnais*; the War of 1812, in a ballad celebrating the defeat of the American *Chesapeake*. "No More Auction Block for Me" recalls the slaves who fled to Canada, while Canada's own difficulties in achieving a federal union are immortalized in a taunting anticonfederation song from Newfoundland.

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In addition, it documents the Canadian parallels for events so often seen as peculiarly American.

### English Literature

*An Evening of Elizabethan Verse and Its Music* (Columbia Masterworks, ML 5051), the poems read by W. H. Auden and music and vocals by the New York Pro Musica Antiqua directed by Noah Greenberg, presents the listener with fourteen excellent examples of a little-known form of English literature, the lute songs and madrigals.

These poems, chosen from the period when this school reached its height, nearly all possess genuine poetic merit. But it is the musical settings, consistently excellent and consistently well recorded, which give these verses their power. This record should go far to demonstrate in the classroom what the teacher means when she speaks of the lyric qualities of Elizabethan verse.

The paperback, *An Elizabethan Song Book* (Anchor Book), edited by Noah Greenberg, W. H. Auden, and Chester Kallman, will prove to be a convenient reference for madrigals and lute songs.

*Sixteen Sonnets of William Shakespeare* (Poetry Records, PR 201), read by David Allen, with music for the harp composed by Curtis Biever and performed by Margaret Ross, manages the difficult task of integrating poetry and music while at the same time preserving the integrity of both.

Allen's readings, as usual, are competent or better; the harp scores are fitted to the mood of the poems and are likewise delightful for themselves.

The selections seem likely to encompass most of those studied in high school and include such standards as "Not Marble, Nor the Gilded Monuments," "When to the Sessions of Sweet Silent Thought," and "Let Me Not to the Marriage of True Minds."

FRANK and AUDREY HODGINS  
University of Illinois

## PRINTED PERSPECTIVES

### Pictorial Histories

Recently several pictorial histories have been published which should be of interest to social studies teachers. The difficulties encountered in the classroom use of such material have already been pointed out (see *The Clearing House* for February, 1957, page 380) but this in no wise should prevent the enterprising teacher from employing them in the regular study sessions. In fact the editors of this department are very much interested to find out how the individual teacher does use this material, how he overcomes the difficulties, and how the class receives his efforts.

It is noteworthy to relate that a book reviewer in one of the Detroit daily newspapers apologized to his readers for giving *Pictorial History of America* only a scanty comment in his pre-Christmas column. He had discovered that people visiting his own home over the holidays were certain to pick up the volume and become so intensely interested in it that conversation came to a standstill. Thereupon the reviewer reconsidered his original position, saying that any book which absorbed people like that must be given a salute. Of course, it should be kept in mind that the editors of *Year*, who published *Pictorial History of America*, are perhaps better known for their yearly publication of a sweeping pictorial presentation of the world's events during the preceding twelve-month period, and that hence they have a splendid background of editing and selection to draw upon. Whatever they do, then, should be first rate. The difficulty of presenting the entire scope of American history pictorially is that only a few pages can be given even to the most significant subjects—e.g., Reconstruction, two pages; the depression and New Deal, four pages. Because it is excellent for browsing, however, *Pictorial History of America* should be in every school library. (See also *The Clearing House* for February, 1957, page 382.)

Undoubtedly the best such book that has come to our attention is *A Pictorial History of the Negro in America* (see *The Clearing House* review, February, 1957, page 380). Each open pair of pages deals with a particular subject: "Frederick Douglass," "The Underground Railroad," or "The Black Codes." Containing excellent descriptive prose by Harmon Gold Award winner, Langston Hughes, *A Pictorial History of the Negro in America* is the high-water mark in this type of literature.

Those still excited by the current surge of Civil War Americana will find James D. Horan's *Mathew Brady* (New York: Crown Publishers, Inc., 1955, \$7.50) an important addition. Mr. Horan, who has also done *A Pictorial History of the Wild West*, has organized his volume somewhat differently, for he first presents a ninety-page biography of Brady, who was commissioned by President Lincoln to be the official photographer of the Army of the Potomac. This is followed by 453 actual photographs, some never published before, of the work of Brady and his disciples. *Mathew Brady* is not only an interesting supplement to the classroom, but it is an excellent primary source of American history.

Pulitzer-Prize winner Oliver La Farge, long associated with studies on the American Indian, has contributed *A Pictorial History of the American Indian* (New York: Crown Publishers, Inc., 1956, \$7.50). Mr. La Farge's organization for classroom presentation is not nearly so compact as that in *A Pictorial History of the Negro in America*, but he somewhat redeems himself by including twenty-four plates in brilliant color. Intentionally, it seems, he mentions little of the Indian wars or of the individual Indian chiefs who have always aroused keen interest in our young people. Disappointing was his scant mention of the Hurons and the Great Lakes Indians who constituted, according to some authorities, the largest concentration of Indian population in North America. However, Mr. La Farge's effort remains a positive contribution to this pictorial art form.

*America's Tenth Man* (New York: Twayne Publishers, Inc., \$7.50) is clearly a eulogy of the American Negro and his achievements. Unlike *A Pictorial History of the Negro in America*, *America's Tenth Man*, edited and compiled by Lucile A. Chambers, contains little prose other than that accompanying each picture. Its prime point of emphasis—revealed in the book's title—is on the contemporary American Negro, who constitutes 10 per cent of our population. In an attempt to focus attention on the successes of individual Negroes, *America's Tenth Man* has either glossed over or simply not mentioned any of the skeletons which appear in the history of any cultural group. Paul Robeson's picture does not appear and his name is mentioned only in passing. This lack of balanced prospective diminishes its value for the classroom.

The pictorial histories demonstrate again that the mass media are producing things which should carefully be incorporated into the normal fields of study. Our enthusiasm for newer

types of teaching techniques, however, must be modified by careful and proper selection of material. To admit everything into the classroom that passes as "modern" or "a new way" could very conceivably bring about a frightening reaction to the very thing we are attempting to do: Use every means available for the proper instruction of our youth.

M. M. P.

### TV as an Art Form

*The Public Arts* by GILBERT SELDES. New York: Simon and Schuster, 1956, \$1.50 (new paper edition).

In *The Public Arts*, Mr. Seldes takes a long, hard look at television as it has been molded by radio and motion-picture techniques, and as a new medium of expression struggling to mature. Some readers may resent Mr. Seldes' undermining a few comfortable prejudices about TV. Others will cheer him for establishing a rationale for sober criticism of what we tend to brand "good" or "bad." And finally, Mr. Seldes puts TV on his analytical couch, defining the structural and psychological problems it faces within United States culture today.

The early chapters, which systematically examine the film and radio as art forms, skillfully describe the machine-actor-producer-consumer relationships and hence provide a perspective which discourages blanket condemnation of TV, radio, or film per se. Within this framework, Mr. Seldes focuses his attention on many popular entertainment idols, including Arthur Godfrey, Bing Crosby, Jimmy Durante, Jackie Gleason, and others. Few of them emerge unscathed. Even the skillful Mr. Murrow when he talks "person to person" is shown uncomfortably snared by the format of his program. The required tour of his hosts' home, Mr. Seldes laments, too often gets in the way of informative discourse cut short by close-ups of trophies, swimming pools, and other such gadgetry.

Mr. Seldes is even less kind to comic characters of the personality cult. "Laughs," he writes, "are measured on the decibel scale; but the comedians describe laughs viscerally, with the belly laugh at one end of the scale and the titter at the other, and this is the only way in which the profession recognizes the fact that laughs differ in quality as well as in volume and duration."

Serious students of the mass media will gain from Mr. Seldes the impression that radio, the film, and television are far more important to our cultural growth and psychological maturity

today than we have ever assumed. Yet testimony before a Congressional committee, he reports, "brought out the interesting fact that no part of network research goes into finding out what effect programs actually have on people—outside of the effect on [product] sales." Mr. Seldes is genuinely disturbed by this vacuum in TV research. One wonders whether or not Presley's sideburns would have caught on without TV publicity. In the late thirties and early forties, when crooner Sinatra was riding the air waves, there doesn't seem to have been a national contagion promoting flowing bow ties. But this is frivolous stuff. Mr. Seldes is more concerned with stereotyped ideas, judgments, and values mass produced by network television.

And herein lies the primary force of *The Public Arts*. Any teacher who hopes to conduct a responsible class (or out-of-class) discussion of a TV or radio program, or of TV as an art form will be on firmer ground after taking a close look at what Mr. Seldes has to offer.

ROY A. GALLANT  
Cresskill, New Jersey

Mr. Gallant's *Exploring the Moon* (Double-day) won the Edison Foundation's prize for best children's science book for 1956.

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## Negative Criticism

*The Public Schools in Crisis: Some Critical Essays* edited by MORTIMER SMITH. Chicago: Henry Regnery Co., 1956, \$2.75.

This collection of thirteen essays, largely reprinted from magazines, criticizes life-adjustment education, teacher training, and other alleged blunders of Deweyan pragmatism from the viewpoint of a liberal-arts-oriented Christian humanism. In my opinion the only distinguished essays are written, ironically, by a journalist, William H. Whyte, Jr., of *Fortune*, and an "educator," the late Edgar W. Knight. Knight's article is a solid historical essay indicting professional educators for not living up to the high ideals of the pioneers in their field; it is always good strategy to remind people of inspiring antecedents rather than to belittle them for present shortcomings. Knight's essay is an indication that a mature movement of self-criticism among educators does exist and can expand. It is a sorrow to report that this volume will contribute little to such a tradition of self-criticism; for when its contributors are not spiteful they are uninspired and uninspiring.

Gordon Keith Chalmers maintains in his essay that the humanities require "exhaustive overhauling" in our times, but only Whyte offers any substantial help in such a task—by showing how the ubiquitous doctrine of going along with the group undermines the humanist tradition at many points in our popular culture—in advertising, industrial management, suburbia, and mass entertainment. Harry G. Wheat starts out on the right track by arguing that life adjustment can't amount to much until it is based on tradition, but he makes little of this important insight. Whyte, a literate journalist, is aware of tradition and uses its immeasurable resources in his analyses of the weaknesses in our industrial culture. He is a philosophical journalist; until the other contributors begin to look at the facts as carefully as Whyte has and then employ tradition to provide teachers with perspective on their problems, they really aren't worth the teacher's time—or money.

Incidentally, the popular culture departments in this magazine are written generally by liberal arts people who see no intrinsic incompatibility between "education" and excellence and who are trying to show how tradition and popular culture can be brought into fruitful contact in the classroom. We conceive our strategies as partial answers to the problem of standards in the humanities curriculum of mass education.

P.D.H.



# Audio-Visual News

By EVERETT B. LARE

## American Film Assembly

At the fourth American Film Assembly, held April 22-26, 1957, outstanding films of the year were entered for competition for golden and silver awards. This section of *The Clearing House* is devoted this month to a summary of the golden reel winners which this reviewer was able to attend and a listing of the silver reel winners. Distributors are given for each film. Addresses may be found in the "Educational Film Guide." Readers unable to locate any of these films may send a self-addressed envelope to the editor of this column, indicating the film addresses desired.

### I. Citizenship and Government

Golden reel: *The Big City*, 24 min., black and white, Charles Guggenheim and Associates, Inc. The story of the city of St. Louis.

Silver reel: *American Battleground*, 30 min., New York State Department of Commerce.

Silver reel: *Heart of the Neighborhood*, 27 min., Board of Missions of the Methodist Church.

Other entries: *The Agriculture Story*, *Flight Commander*, *The Expanding City*, *The 4 H Trail*, *The Man on the Hill*, *The Trial of Sir Walter Raleigh*, *Freedom of the American Road*, *In Honor of Liberty*.

### II. Education

Golden reel: *A Desk for Billie*, 57 min., color, National Education Association. A true story of Billie Davis, migrant worker's daughter, who always found a welcome in the many schools she attended.

Silver reel: *Better Bulletin Boards*, 13 min., Indiana University.

Silver reel: *From Ten to Twelve*, 26 min., National Film Board of Canada.

Other entries: *See How They Learn*, *Reply to Reality*, *Engineering for Eddie*, *Challenge of Outer Space*, *Trails of Adventure*, *The Medical Witness*, *Future Unlimited*, *Friend of a Friend*.

### III. Junior and Senior High School (natural sciences, and so on)

Golden reel: *Village of Spain*, 21 min., color, Churchill-Wexler Film Productions. True-to-life story of primitive working conditions in a Spanish village today.

Silver reel: *The Human Body: Circulatory System*, 10 min., Coronet Films.

Silver reel: *Human Heredity*, 18 min., E. C. Brown Trust.

Silver reel: *Our Mr. Sun*, 60 min., American Telephone and Telegraph Company.

Other entries: *Underwater Reflections*, *How to Succeed in School*, *Flight to the Future*, *Frogs and Toads*, *Health Careers*, *The Chameleon*, *Adobe City*, *Basic Nature of Sexual Reproduction*, *The Rival World*, *Menu Magic*, *Amphibians: Frogs, Toads and Salamanders*.

### IV. Junior and Senior High School (arts and crafts, and so on)

Golden reel: *Indian Artist of the Southwest*, 20 min., color, Coast Visual Education. Story of Joe Herra and others.

Silver reel: *The Pond*, 9 min., Tabletopper Productions.

Silver reel: *The True Story of the Civil War*, 33 min., Camera Eye Pictures, Inc.

Silver reel: *Woodrow Wilson: Spokesman for Tomorrow*, 27 min., McGraw-Hill Text Film Department.

Other entries: *You Are There: Washington Crosses the Delaware*, *How to Make a Simple Loom and Weave*, *Industrial Arts: Joining and Gluing*, *History of Rodeo*, *Interlochen*, *Studying Art in College*, *How to Take a Test*, *You Are There: the Resolve of Patrick Henry*, *Writers of Today—Frank O'Connor*, *How to Make a Starch Painting*, *A Father of the Southwest*.

### V. Preschool Through Intermediate Classroom

Golden reel: *Gallant Little Tailor*, 10 min., black and white, Contemporary Films, Inc. A silhouette fantasy in which the tailor finally marries the princess and lives happily ever after.

Silver reel: *Exploring Your Growth*, 11 min., Churchill-Wexler Film Productions.

Silver reel: *Helping Johnny Remember*, 11 min., Portafilms.

Silver reel: *Paper in the Round*, 10 min., Young America Films.

Other entries: *Animal Friends*, *Meat and Meat Packing*, *The Friendly Giant*, *The Little Red Light-house*, *Apryl and Her Baby Lamb*, *Bill's Better Breakfast*, *Sandy the Snail*, *Understanding Our Earth: How Its Surface Changes*, *People Who Work at Night*, *How Plants Reproduce*, *Georgie*, *The Factory: How a Product Is Made*, *Frances and Her Rabbit*.



## VI. Safety

Golden reel: *The Hot Rod Handicap*, 30 min., color, United Artists, Stanley Warner, Southridge Theatres, Metropolitan, Pat Patterson Productions. The story of the Hot Rod Club, its purposes and achievements. The son finally convinces his father that hot rod drag strips serve to keep hot rodders off the streets and that they contribute to safe driving.

Silver reel: *Perspective: Go to Blazes*, 20 min., National Film Board of Canada.

Other entries: *Manners Aboard, Take a Good Look, Teach Them Traffic Safety, Safe Driving with Stop and Go, Take It from a Champion, The Invisible Killer, Common Sense Afloat.*

## VII. Recreation

Golden reel: *A Place for Growing*, 32 min., color, Boy's Clubs of America, Inc. A story of the place which the Boy's Club occupies in the recreational program.

Silver reel: *300 Miles to Go*, 30 min., Dynamic Films.

Silver reel: *Billfish Safari*, 30 min., McLouth Steel Corporation.

Other entries: *Play Them as They Lie, San Francisco, The Eighth Wonder, Winning with the Yankees, Colorado—the Favored Land, Forward up Six, Heart of the Rockies, Fighting Gar Fish, Ski Skill.*

## VIII. Business

Golden reel: *Outside That Envelope*, 46 min., color, Connecticut General Life Insurance Company (sponsor). Emphasizes the security of a proper insurance program, including guaranteed pay.

Silver reel: *A Better Way*, 29 min., Procter and Gamble (sponsor), Modern Talking Picture Service, Inc. (distributor).

Silver reel: *Color Harmony for the Home*, 20 min., Colorizer Associates.

Silver reel: *Your Safety First*, 23 min., Automobile Manufacturers Association.

Other entries: *The Engagement Party, For Greater Usefulness, Design for Dining, Housewarming Party, What's New at Hercules, The Magic Cup, The Eighth Lively Art, Happy Is the Home, Once Upon a Carpet, Highway in the Sky.*

## IX. Economics

Golden reel: *Your Share in Tomorrow*, 27 min., New York Stock Exchange (sponsor), Modern Talking Picture Service, Inc. (distributor).

Silver reel: *The Voice Beneath the Sea*, 27 min., American Telephone and Telegraph Company.

Other entries: *Opportunities Unlimited, Littlest Giant, How to Use Your Bank.*

## X. Industrial Processes

Golden reel: *The Next Ten*, 33 min., Kaiser Aluminum and Chemical Company (sponsor), Modern Talking Picture Service, Inc. (distributor).

Silver reel: *Milling and Smelting the Sudbury Nickel Ores*, 54 min., Rothacker, Inc.

Silver reel: *The Petrified River*, 29 min., United States Bureau of Mines.

Silver reel: *The Sound and the Story*, 24 min., R.C.A. Victor Record Division.

Silver reel: *Under Pressure*, 23 min., Rutledge Drilling Company.

Other entries: *Tools of Telephony, Bright Steel, Operation Hourglass, The Good Seed, Construction of George's Bank Radar Station, Tailor-Made Brass.*

## XI. Industrial Training

Golden reel: *The First Five Minutes*, 27 min., National Board of Fire Underwriters (sponsor), Bureau of Communication Research (distributor).

Other entries: *Matter of Importance, Career Day, The Most Important Gallon, The Communications Casebook.*

## XII. Institutional Promotion

Golden reel: *Even for One*, 28 min., American Medical Association.

Silver reel: *New England Portrait*, 28 min., New England Mutual Life Insurance Company (sponsor), Association Films, Inc. (distributor).

Silver reel: *Secrets of the Heart*, 30 min., American Heart Association.

Silver reel: *The Stylist*, 29 min., Ford Motor Company.

Other entries: *The World of One, The Antidote, Behind the Ticker Tape, The Place We Live in, The Other Half of the Team, A Bridge to Life, Those Fabulous Prefabs, This High Calling, Your Brother's House, If You Want to Be a Badger, Young-Cha, Child of Korea.*

## XIII. Natural Resources

Golden reel: *Fish Spoilage Control*, 10 min., National Film Board of Canada. A cartoon showing the effect and control of bacteria on fish.

Silver reel: *Natural Enemies of Insect Pests*, 26 min., University Extension, University of California.

Silver reel: *A New Word for Farming*, 24 min., American Petroleum Institute.

Other entries: *Where the Hills Are Twice as Steep, Egypt Reborn, Deep Gold, Calling All Ducks, More Income Per Acre with Portable Sprinkler Irrigation, With Our Own Hands, How to Use Nitrogen Solutions, The Story of the Florissant Dome, Root and Square Root, Jungle Search, The Olympic Rain Forest.*

**XIV. Sales and Promotion**

Golden reel: *Through the Looking Glass*, 13 min., Tube Department, General Electric Company.

Silver reel: *Bananas Si Señor!* 14 min., United Fruit Company (sponsor), Association Films, Inc. (distributor).

Silver reel: *Your Home as You Like It*, 14 min., Pittsburgh Plate Glass Company (sponsor), Association Films, Inc. (distributor).

Other entries: *Airhead*, *Planning Your Kitchen for Carefree Living*, *Tractor Logging*, *Highway Life Lines*, *The Lifetime Look*, *Quick Meals from the Freezer*, *Teach Them Now*, *Design for Better Beef*, *Lifetime Protection*, *The Body with the Nylon Heart*, *Bulldog Convoy to the Arctic*, *Chuck Woods, Go-Getter*; *Performance*, *Pure Performance*.

**XV. Avant-Garde and Experimental**

Golden reel: *A Short Vision*, 7 min., color, Brandon Films, Inc. A shocking film of the end of the world by atomic destruction.

Silver reel: *A Moment in Love*, 9 min., Contemporary Films, Inc.

Silver reel: *Rhythmic*, 9 min., National Film Board of Canada.

Other entries: *Wedlock*, *Texture of Decay*, *Echo of an Era*, *Generation*, *Bow Bells*, *The Hex*.

**XVI. Features**

Golden reel: *The Great Adventure*, 75 min., Louis de Rochemont Associates Film Library. The story of the love of a boy for an otter.

Other entries: *Under the Roofs of Paris*, *Beauty and the Beast*, *The Tales of Hoffmann*.

**XVII. Human Relations**

Golden reel: *Helen Keller in Her Story*, 45 min., black and white, Louis de Rochemont Associates Film Library. The story of the famous Helen Keller.

Silver reel: *A City Decides*, 28 min., Contemporary Films, Inc.

Silver reel: *Train of Action*, 30 min., Evangelical and Reformed Church.

Other entries: *Gang Boy*, *Anger at Work*, *Til Debt Do Us Part*, *A Picture of You*, *An Eye for an Eye*, *All Present and Accounted for*, *Things Keep Changing*, *Crossroads*.

**XVIII. International Understanding**

Golden reel: *Report from Africa, Part I*, 55 min., black and white, McGraw-Hill Text Film Department. The Egypt-Israeli situation before the invasion of Egypt analyzed by Edward R. Murrow.

Silver reel: *Man of America*, 30 min., National Film Board of Canada.

Silver reel: *The Wider World*, 28 min., Girl Scouts of the U.S.A.

Other entries: *It Can Be Done*, *A Changing Liberia*, *More Power to Korea*, *Land Below the Sea*, *The Suez Canal*, *Green Are the High Mountains*, *I Came to Beersheba*, *The Living Circle*, *African Heritage*.

**XIX. Literary, Musical, Theatrical Arts**

Golden reel: *The Bespoke Overcoat*, 37 min., Brandon Films, Inc.

Silver reel: *Ellen in Windowland*, 10 min., Ralph Cestle.

Silver reel: *Herman Melville's Moby Dick*, 30 min., Contemporary Films, Inc.

Silver reel: *On the Twelfth Day*, 22 min., Brandon Films, Inc.

Other entries: *David Oistrakh Plays*, *The Black Cat*, *African Rhythms*, *Percussion—the Pulse of Music*, *Folksinger*, *Holiday for Bands*, *The Barrel*, *A Beethoven Sonata*, 1066, *Black on White*, *Date with Dizzy*.

**XX. Religion and Ethics**

Golden reel: *The Broken Mask*, 28 min., Broadcasting and Film Commission of the National Council of Churches.

Silver reel: *Monganga*, 63 min., Association Films, Inc.

Silver reel: *Where the Need Is Greatest*, Modern Talking Picture Service, Inc.

Other entries: *Immortal Love*, *Not Mine Alone*, *The Christmas Spirit*, *The Candlemaker*, *A Stranger Returns*, *Freedom Rings*, *Suicide Mountain*, *Decision in Hong Kong*.

**XXI. Visual Arts**

Golden reel: *The London of William Hogarth*, 27 min., Barnard-Cornwell Films.

Silver reel: *Venice: Theme and Variations*, 34 min., Film Images, Inc.

Silver reel: *The World of Mosaic*, 28 min., University of California at Los Angeles.

Other entries: *The Finger Painting of Wu Tsai Yen*, *The Potter*, *Metamorphosis*, *Eye of an Artist*, *Ink and Rice Paper*, *Adventuring in the Arts*.

**XXII. Health and Hygiene**

Golden reel: *To Your Health*, 10 min., Center for Mass Communication of Columbia University.

Silver reel: *First a Physician*, 27 min., E. I. duPont de Nemours and Company.

Silver reel: *Proud Years*, 28 min., Center for Mass Communication of Columbia University.

Other entries: *Man in Shadow*, *That They May Have Life*, *Foothold on Hope*, *Where the Green Grass Grows*, *Change of Haverstraw*, *Hours to Live*, *Breath of Life*, *Out of Darkness*, *Rheumatoid Arthritis*, *Stress*.



## Findings



**HINTS ON HOW TO PREPARE FOR COLLEGE ADMISSION:** Currently, the college crisis is uppermost in the minds of everyone interested in the outlook for the future of our high-school graduates and their chances of being admitted to any college. In line with this thinking, *This Week* devoted almost its entire June 9 issue to various aspects of this problem of college admissions. Many helps appeared in the different articles. One such piece gave five keys to college admission. These are not intended to be absolute assurances of college admission. But should the potential candidate follow through on these five key suggestions his chances are better than they would be if he neglected them. In summary, the article suggests:

(1) That the future candidate make his decision to attend college as early as possible—the implication is that it be made before he reaches secondary school.

(2) That the choice of curriculum for college preparation is essential. This should be made with the specific intent to meet certain requirements related to the candidate's future course. For example, both physics and chemistry should be included for the future engineering student. Or, for the same career, four years of high school math are in order.

(3) That it is all important to learn the correct study skills and how to use them most effectively and efficiently. One skill particularly stressed was that of learning how to take lecture notes.

(4) That participation in extracurricular activities is valuable (not to the point of neglecting academic work).

(5) And last, but not least, that young people should make tentative plans for a future career because the courses taken in high school have a very real part in laying the foundation for courses taken in college.

**A NEW USE FOR THE ADDING MACHINE:** The May issue of the *Delaware School Journal* reports on certain findings in the field of mathematical education which were gleaned from a study made under a grant from the Carnegie Foundation.

Many schools across the country have introduced the adding machine into the mathematics classroom as a new method of stimulating interest in the study of mathematics and an improved way of teaching the fundamental processes.

To quote from the article (page 11): "It [the machine] becomes the learning tool which fixes in the minds of the students the understanding of numbers, their values, their relationship, and their use in the fundamental processes."

**CLOSED-CIRCUIT TELEVISION:** The use of closed-circuit television as an instructional medium has not reached the stage of general acceptance as yet. The *Kansas Teacher* (May, 1957) gives pertinent data on this subject. While this particular article deals with closed-circuit television at the college level, it is nevertheless important because of the possibilities offered at the secondary level, where it is a well-known fact that overcrowded classrooms and teacher shortages are acute.

According to this article, one specific limitation appears to stand out. This objection to the use of closed-circuit television is based upon the fact that the student does not actually get the feel of the classroom atmosphere.

On the other hand, there is a distinct advantage whereby, with the use of room proctors to see that proper attention is given to the lecture, mass instruction may be given successfully.

JANE E. CORNISH

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